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ABSTRACT

The summer workshop which provided the material for this document forms one part of a cooperative project in which 18 teacher education institutions took part. There are two major groups of reports. The theme group reports include 1) "Direct Experiences and Program Designed To Better Prepare Prospective Teachers in Terms of Human Relations Skills and Understandings"; 2) "Human Relations in Pre-Student Teaching Experiences"; 3) "Human Relations, A Broad Perspective"; 4) "The Need for Human Relations in the School and with the Community"; 5) Human Relations in the Selection of Students in Teacher Education"; 6) "The Culturally Disadvantaged Students: The Administration, The Teacher"; and 7) "Building Better Relationships Between the College and Public School." The individual studies include: 1) "Interpersonal Relationships in Learning"; 2) "Toward Improving Human Relations in the Supervision of Student Teachers"; 3) "A Program for the Preparation of Teachers in Early Childhood Education"; 4) "The Design and Trial Runs of Instruments for Analyzing Seminars: Affective Domain"; 5) "Building Better Relationships Between the College and Public School"; 6) I Am an Indian"; 7) "Human Relations in the Selection of Students in Teacher Education"; 8) "Human Relations in the Student Teaching Triad"; and 9) "The Responsibility of Teacher Education in Preparing the Candidate Teacher to Cope with Human Relations Problems." Each report has its own bibliography. (MBM)

TWENTY-THIRD ANNUAL REPORT OF THE NORTH CENTRAL ASSOCIATION TEACHER EDUCATION SUMMER WORKSHOP

THEME: HUMAN RELATIONS IN TEACHER EDUCATION

Sponsored by
The Subcommittee on Institutions
for Teacher Education
North Central Association of Colleges and Secondary Schools
and
Ball State University

Muncie, Indiana

August, 1970

Donald W. Jones, Editor
Ball State University

Photography by
Donald Lyon
Ball State University

TWENTY-THIRD ANNUAL REPORT OF THE

NORTH CENTRAL ASSOCIATION TEACHER EDUCATION SUMMER WORKSHOP

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FOREWORD

Following is the report of the twenty-third annual North Central Association Teacher Education Summer Workshop. The workshop brought together individuals with deep interest and concern for teacher education. In keeping with past summer workshops every effort was made to focus attention upon a general theme of current import.

Human Relations in Teacher Education proved to be a fitting area of investigation. Throughout the three-week workshop various dimensions of the broad spectrum of human relations were examined. In addition to a broad sweeping acquaintance with the field of human relations, specific examinations of particular dimensions of human relations relating to teacher education were explored.

The experiences and inter-personal relationships encountered by workshoppers and staff members were in and of themselves valuable contributions toward a greater understanding of the dynamics of human relations. The housing arrangements for workshop participants contributed much to this goal.

The following report can, at best, summarize only the cognative production resulting from the workshop. Much more significant, however, was the broad array of affective encounters which all experienced.

Special recognition is appropriately extended to Dr. Lewis Troyer, Dean of Instruction at National College of Education. Dr. Troyer has contributed much of himself to the Teacher Education Project, and his particular contribution to the 1969-70 summer workshop must be recognized.

For the final production of this report I am personally indebted to Phyllis Rogers and to Charles Mock, who have exerted special energies and skills.

Donald W. Jones, Chairman
NCA Sub-Committee on Institutions
for Teacher Education

CHAPTER I

THE COOPERATIVE PROJECT

Elements Of The Teacher Education Project

Principles of the Project

The Teacher Education Project is founded upon the following convictions:

That the colleges can and should cooperate.

That regional cooperation has a place, along with the state plans of working together, and national programs such as those sponsored by the American Council on Education, the American Association of Colleges for Teacher Education, and the National Education Association.

That the colleges have within them the potentials of leadership and growth necessary to bring great improvement in higher education. This is not to disparage the use of outside "experts" in college work, but to stress the idea that our real hope must always lie within ourselves.

That cooperation, the sharing of ideas, is a definite stimulus to creativity in a college staff. Cooperative projects have always demonstrated that we grow by giving and that we achieve by sharing.

That self-analysis and self-study are the basis of sound institutional development.

Sponsorship and Direction

This project is one of several sponsored by the Subcommittee on Institutions for Teacher Education of the Commission on Research and Service of the North Central Association of Colleges and Secondary Schools.

The members of the Subcommittee on Institutions for Teacher Education which directs this project are:

Richard W. Burkhardt
Vice President for Academic Affairs
Ball State University

William J. W. Wallace
President, West Virginia State College
Institute, West Virginia

Donald W. Jones, Chairman
Dept. Sec., Adult, Higher Ed.
Ball State University

Burdette Eagon
Assoc. Vice President for Academic Affairs
University of Wisconsin
Stevens Point, Wisconsin

Nathan Budd
Dean of Academic Services
Kansas State Teachers College
Emporia, Kansas

R. C. Gillund
President, Dickenson St. College
Dickenson, North Dakota

Dr. Gordon Mock
Professor of Education
University of Minnesota
Minneapolis, Minnesota

The Subcommittee is responsible for finances of the project, for determining major policy, and for general supervision and direction of the project. It is assisted by a number of staff members known as coordinators. The coordinators for 1970-71 are:

F. Clark Elkins
Vice President in Charge of Instruction
Arkansas State University
State University, Arkansas

Eugene M. Hughes
Dean, College of Arts and Sciences
Northern Arizona University
Flagstaff, Arizona

Floyd R. Smith
Professor of Psychology
Psychology Department
Chicago State College
Chicago, Illinois

Don Lyon
Department of Educational Administration and Supervision
Ball State University

Donald W. Jones, Chairman
Department of Secondary, Adult, and Higher Education
Ball State University

These coordinators serve on the workshop staff, make annual visits to colleges, and stimulate and facilitate inter-institutional collaboration. Both committee members and coordinators devote part time only to the work. There are no full-time personnel connected with the project.

The Summer Workshop

An annual workshop is held each summer. Each participating college is invited to send one or more faculty members from any academic discipline to this workshop.

The following experiences are planned to provide maximum benefit to both the individual participants and the member institutions:

1. A central theme or problem is identified prior to the workshop. Approximately one-half of the participant's time and effort is directed toward consideration of this theme. Discussions are held to clarify the issues and to share ideas. Library facilities, faculty members and other resources of the host college or university are available and are used. The workshoppers determine their own procedures and invite speakers or consultants as they find need for them. A written report is prepared and these reports are discussed during the final week of the workshop. The written report becomes a major part of this annual report which is distributed to all participating institutions, workshoppers, and other interested persons.

2. During the pre-workshop planning period the participant is asked to identify a problem or an area of concern which is of special interest to him or to the faculty of his college. These topics are made known early in the first week of the workshop, and workshoppers are encouraged to study these matters either individually or in small groups since several persons are frequently concerned with similar problems. These matters, the consultants who are brought in, and the final reports are shared with the other workshop participants.

3. Several other kinds of experiences are worthwhile by-products of the workshop. The chief function of the workshop is to provide stimulus to local campus leaders so they may function even more effectively during the year ahead in their respective colleges. The workshop provides:

Experience in democratic living such as can be practiced on one's own campus. This is done through extensive use of participant planning in the workshop program, through participant evaluation of the workshop activities, and most of all, through a friendly spirit of informality and good will.

Rich resources for the study of problems of concern on the local campus. The resources of a great institution of learning and a stimulating group of co-workers are brought to bear upon the problems which the participants have been charged by their colleagues to work on. This carry-over to the work of the year ahead is of major importance.

Provide an understanding of the purposes and values of the whole cooperative project. The workshop provides opportunity for sharing experiences in the strategy of local action. Not only through sessions devoted directly to such problems, but even more through informal discussions of the ways of best using the resources of the project are examined.

Unusual opportunities to study intensively with persons of like interests on common problems and with persons of dissimilar interests on all sorts of problems. The workshop group includes persons engaged in many different kinds of fields of work in higher education and at the same time a number of groups of two or more people with similar experiences.

Opportunities to have a good time with congenial people. The workshoppers, for the most part, live in a university dormitory. They eat together and join in the recreational advantages of the university and community and carry on social activities planned by their own social committee.

Cooperation with Liberal Arts Project

These two groups do cooperate in several activities including the publication of the North Central News Bulletin and the planning of the Presidents' and Deans' Workshops described below.

The Bulletin

Publication of the North Central News Bulletin is a cooperative venture and is published by the Liberal Arts Project and the Teacher Education Project. This publication, edited by Dr. Bradley Sagen, Director of the Liberal Arts Project, contains news of local campus activities, editorials, new programs, and speeches or articles of general interest to the participating colleges in both projects. It is sent to college administrative officers, former workshoppers, and eligible non-participating colleges in the North Central area.

Presidents' and Deans' Workshop

A workshop and a luncheon is scheduled each year during the annual meeting of the North Central Association. This workshop is attended by presidents, deans, and other interested individuals and provides an opportunity for reporting directly to these individuals on the progress of the two projects.

This workshop is sponsored jointly by the Subcommittee on Institutions for Teacher Education and the Subcommittee on Liberal Arts.

The Visits of the Coordinators

A staff member, known as a coordinator, visits each participating college annually, unless the institution chooses one of the alternatives outlined below. The visit is for not less than one day and not more than two. The purpose of the coordinator's visit is to encourage, stimulate, and facilitate the efforts of the local faculty. Since he also visits a number of other colleges, the coordinator brings to each college the results of faculty work in other institutions. He serves as a general consultant, and not as an expert or a specialist. At the same time he relays information to the Committee about work in local colleges which presumably would be helpful in making future plans and policies.

Coordinators are recruited from the ranks of former workshop participants. The term of service of a coordinator is limited to not longer than five years. This practice increases the possibilities of the project for in-service development of personnel, and at the same time provides a steady supply of new leadership in the project itself.

Alternatives to the Coordinator's Visit

Instead of having a visit every year by one of the regular coordinators, a college participating in the Teacher Education Project may elect any one of four alternatives. These alternatives are open for use during any academic year upon application before August 1 by any institution which actively participated in the Subcommittee's project during the year immediately preceding. The deadline date is necessary in order that the use of the alternatives may be taken into account in planning for the coordinators' visits. These visits must be planned to include two or three colleges in one trip, so as to conserve the coordinator's time and the project funds. An institution may elect to use the alternatives during two of any three years, with a visit from a regular coordinator taking place during the remaining year. The visit is retained on this limited basis

because of its values in stimulating institutional studies and as an avenue of sharing with other participating colleges.

1. The first alternative is that of the Regional Work Conference. Such an event may be planned by the participating colleges in one or two states, with or without attendance at the conference by institutions not in the project. In general, the purpose of the conference would be to have a relatively small number of colleges work intensively over a period of perhaps two days on some rather clearly defined educational problem. Each institution eligible to use this alternative will be reimbursed for actual expenses in connection with the conference up to the amount of $90.00 (representing the coordinator's honorarium and the average of the coordinator's travel expenses for one college). A portion of this sum could also be used for defraying the central expenses of the conference, such as an outside speaker, printing, etc.

Under this alternative the Subcommittee will send one of its regular coordinators to the work conference, and will defray the honorarium and travel expenses involved. Each participating college that joins to carry on the conference must agree to send the chairman of its own Institutional Studies Committee to the conference. These chairmen will meet with the coordinator at some time during the conference for purposes of mutual sharing and assistance with reference to the institutional studies which they are conducting. The primary reason for sending the coordinator to the conference is to have him meet with these chairmen as a group and, where necessary, individually. He may also assume a nominal assignment in connection with the conference, but, if he is given a major role, he should be properly compensated by the colleges conducting the conference. In no event, however, should this responsibility interfere with the coordinator's primary purpose of giving adequate time to the chairmen of Institutional Studies.

Finally, the colleges undertaking the work conference will be expected to prepare a report summarizing the results of the conference for distribution to all institutions participating in the project of the Subcommittee. The latter will bear the cost of mimeographing and distributing this report.

2. A second alternative to the coordinator's visit is the Intervisitation Project. A small number of colleges in the same region may join in an arrangement whereby each takes a turn serving as host to a delegation of visitors from each of the others. Careful plans must be made by the host college so that the visit will have maximum values for the staff members from the other institutions, who may spend part of their time in making observations, but who also will engage in intimate discussions with one another and with their hosts.

Each of the participating colleges taking part in such an intervisitation plan will be reimbursed for expenses actually incurred, up to the amount of $90.00. In addition, the Sub-committee will send one of its regular coordinators to one of the intervisitation events and will defray the honorarium and travel expenses involved. Each college taking part in the plan must agree to include the chairman of its own Institutional Studies Committee in their delegation for this particular visit so the coordinator can meet with these chairmen at some time during the visit to confer

relative to the studies which they are conducting. Finally, the Subcommittee will also bear the cost of mimeographing and distributing to the colleges participating in its project any report prepared on the results of the intervisitations.

3. A third alternative to the coordinator's visit is the Cooperative Research Study. Two or more participating institutions may join in research on a common problem with, again, reimbursement made for expenses actually incurred up to the amount of $90.00 to each college involved. In addition, these colleges may request the services of some expert in the area of their research project who lives within reasonable traveling distance. When the choice of this expert, who will be known as a specialist-coordinator, has been approved by the Subcommittee, they will defray the cost of his honorarium and travel expenses for one visit during the year to a joint meeting with representatives from the colleges cooperating in the study. Finally, these colleges will be expected to prepare a report over their undertaking, when they have concluded it, with the Subcommittee defraying the cost of reproducing it and distributing it to all colleges participating in their project.

4. The fourth and last alternative to the visit by a regular coordinator consists of a Visit by a Specialist-Coordinator, and involves only a single institution. A college participating in the Subcommittee's project may be working intensively on some problem on which it desires consultation with an expert. It may then request the Subcommittee for permission to have a visit by a qualified person. Upon approval of the proposal, arrangements may be made for a visit during the year by such a specialist-coordinator with reimbursement for the honorarium and travel being made by the Subcommittee for expenses actually incurred up to the amount of $90.00.

In both of the last two alternatives, the specialist-coordinator will be expected to submit a brief report to the Subcommittee in order that they may be kept informed of what is being done in connection with the project in the college or colleges with which he has been working.

Publications

Publications of reports on significant developments of the workshop program are desirable when funds are available. One rather full report published in 1956, Improving Teacher Education Through Inter-College Cooperation, by Hill and others, attempts to give a helpful analysis of the cooperative project through its first eight years of service. Special emphasis is given to the various activities with specific illustrations which have been directed on the different college campuses toward the improvement of teacher education. A second report describing the accomplishments of the workshop in the decade from 1956 through 1966 is planned for publication in the near future.

The North Central News Bulletin and the reports of the summer workshop are regular publications of the Teacher Education Project, a report of the conference is also published and is distributed to member institutions.

B. PARTICIPATING INSTITUTIONS

Eligibility for Membership

An institution of higher education in the North Central Association area is eligible to participate in this project if it emphasizes teacher education or is a member of the American Association of Colleges for Teacher Education.

All eligible institutions are kept informed of the work of the project through the Bulletin, the monthly "house organ" of the project, and annually have had an invitation to become participating institutions. To participate, each institution pays an annual fee of $200.00 and bears the cost of sending a representative or representatives to the annual workshop.

Institutions Participating in Teacher Education Project, 1970-71

A., M., and N. College, Pine Bluff, Arkansas
Arkansas State University, State University, Arkansas
Chicago State College, Chicago, Illinois
National College of Education, Evanston, Illinois
Ball State University, Muncie, Indiana
Kansas State Teachers College, Emporia, Kansas
Concordia College, St. Paul, Minnesota
Chadron State College, Chadron, Nebraska
Minot State College, Minot, North Dakota
Valley City State College, Valley City, North Dakota
Dakota State College, Madison, South Dakota
Southern State College, Springfield, South Dakota
Bluefield State College, Bluefield, West Virginia
Shepherd College, Shepherdstown, West Virginia
West Virginia State College, Institute, West Virginia
Wisconsin State University, Platteville, Wisconsin
Wisconsin State University, Stevens Point, Wisconsin
Dickinson State College, Dickinson, North Dakota

CHAPTER II

THE 23rd ANNUAL WORKSHOP
Summer, 1970

Purposes of the Workshop

The summer workshop is one of the basic activities of the cooperative project and is designed to serve the institutions and their individual representatives. It is described beginning on page 2 of this report.

Sponsorship

The 1970 Workshop has been made possible by the generous help of Ball State University. It is a joint project of the Department of Secondary, Adult, and Higher Education and the total University, while each college and its representatives bear the living expenses as well as the travel expense and the fees of the participant, these contributions do not meet all of the cost of the workshop. Ball State University makes up the difference as a contribution to the improvement of teacher education.

The Subcommittee on Institutions for Teacher Education contributes funds for a permanent library of useful books. It makes available its extensive files of resource materials for the workshop and ties it in with continuing activities of the year.

The participating institution chooses one or more representatives and defrays most of the expense of this person or persons to the workshop. These representatives return to their campuses to continue or to assume positions of leadership in the college activities in relation to the project.

Workshop Personnel, 1970

Participants

June Dawson, Coordinator Laboratory Experiences, A.M. & N. College, Pine Bluff, Arkansas

Billy Ray Dunn, Director of Secondary Education and Assistant Professor of Education, Shepherd College, Shepherdstown, West Virginia

Mary Fisher, Instructor, College of Education, Wisconsin State University, Platteville, Wisconsin

Charles Jay Harrington, Director of Instrumental Music, Chadron State College, Chadron, Nebraska

Robert F. Hessong, Doctoral Fellow, Ball State University, Muncie, Indiana

Donald W. Jones, Chairman, Department of Secondary, Adult, and Higher Education, Ball State University, Muncie, Indiana

Donald Lyon, Associate Professor of Educational Administration, Ball State University, Muncie, Indiana

Walter S. Merz, Assistant Professor of Education, Concordia College, St. Paul, Minnesota

Lendall Mock Jr., Doctoral Fellow, Ball State University, Muncie, Indiana

Dawn R. Narron, Associate Professor of Education Wisconsin State University, Stevens Point, Wisconsin

Robert Oas, Director of Student Teaching, Dakota State College, Madison, South Dakota

Mildred S. Olson, Professor of Language and Literature, Valley City State College, Valley City, North Dakota

Roger Pankratz, Associate Professor, Department of Curriculum and Instruction, Kansas State Teachers College, Emporia, Kansas

Ray S. Phipps, Doctoral Fellow, Ball State University, Muncie, Indiana

Earl N. Shearer, Classroom teacher, Minot State College, Minot, North Dakota

John P. Strouse, Assistant Professor of Secondary Education, Area Coordinator of Student Teaching, Ball State University, Muncie, Indiana

William Jack Sugg, Instructor of Health, Physical Education, and Recreation, Arkansas State University, Jonesboro, Arkansas

Lewis Troyer, Workshop Co-Director, Chairman of NCA Subcommittee on Institutions for Teacher Education, Dean of Instruction, National College of Education, Evanston, Illinois

Sherry Walter, Doctoral Fellow, Ball State University, Muncie, Indiana

Garrett F. Weaver, Instructor of History and Social Science, West Virginia State College, Institute, West Virginia

Staff Members

Donald Jones, Workshop Co-Director, Chairman, Department of Secondary, Adult, and Higher Education, Ball State University

Don Lyon, Workshop Co-Director, Associate Professor of Educational Administration, Ball State University

Lewis Troyer, Workshop Co-Director, Chairman of NCA Subcommittee on Institutions for Teacher Education, Dean of Instruction, National College of Education, Evanston, Illinois

Visiting Lecturers and Consultants

On the central theme, "Human Relations in Teacher Education," the staff and the participants proved to be capable and willing to provide resource leadership. There were several special presentations including the following:

John Pruis, President, Ball State University, "The NCA Workshop at Ball State University"

Richard W. Burkhardt, Vice President for Instructional Affairs and Dean of Faculties, Ball State University, "Instructional Effectiveness in Dealing with Human Relation Problems in Higher Education"

John Dunworth, Dean, Teachers College, Ball State University, "Teacher Education at Ball State University"

Jim Scott, Associate Professor of Sociology, Ball State University, "The Realities of Minority Group Identification"

Pat Struve, Assistant Professor of Secondary Education, Ball State University, "Simulation for Greater Understanding"

Ben Thompson, Professor of Education, Antioch College, "The Disaffected Teacher Education Student"

Discussion Group: "Human Relation Problems in Higher Education"
Participants: Merrill Beyerl, Vice President for Student Affairs
James Marine, Director of Student Programs
George Jones, Director of Religious Affairs
Tom Kraack, Past President of Student Body

Workshop Organization

General Sessions

As shown in the Workshop Calendar, there were several general sessions each week. Usually each workshop day opened with a brief assembly for the purpose of making announcements and reports of concern to the entire group. Informal group gatherings occurred at coffee breaks in the mid-morning and at meals. One of the general sessions during the final week was devoted to reports from the various working groups. These reports provided each working seminar a means of integrating and evaluating its work, gave each participant an account of the achievements and problems of other work groups, and provided a body of research and opinion in various aspects of teacher education to be added to the similar contributions of past workshops.

Seminar Participation

Theme Groups. After the introductory orientation sessions which emphasized elements of the theme, the participants devoted time to planning seminar

study, groups focused on the announced theme of the workshop: "Human Relations in Teacher Education." After discussion, the participants decided to concentrate their efforts in the following areas:

Group I: Direct Experiences and Program Designed to Better Prepare Prospective Teachers in Terms of Human Relations Skills and Understanding.

Group II: Human Relations in Pre-Student Teaching Experiences. Human Relations in Laboratory Experiences.

Group III: Human Relations, A Broad Prospective.

All participants then chose one of these topics and the group was thus divided into three committees to study and report on these aspects of the general theme. Each participant is named in the section which he helped to produce.

Individual Projects. Approximately one-half of each person's time was spent on the assignment or matter of concern brought to the workshop from his own campus. These problems were explained to the group and in many cases participants found topics of common concern with others.

The list of individual problems studied during the 1969 workshop follows below:

June Dawson, "Interpersonal Relationships in Learning."

Billy Ray Dunn, "Toward Improving Human Relations in the Supervision of Student Teaching."

Mary Fisher, "A Program for the Preparation of Teachers in Early Childhood Education."

Charles Jay Harrington, "The Role of Students in the Governance of Colleges and Universities."

Walter S. Merz, "Laboratory Experiences in Teacher Education."

Dawn R. Narron, "The Design and Trial Runs of Instruments for Analyzing Seminars: Affective Dimensions."

Robert Oas, "Building Better Relationships Between the College and the Public School."

Mildred S. Olson, "I Am An Indian."

Mildred S. Olson, "The Few or the Many."

Roger Pankratz, "Humanizing Education."

Earl N. Shearer, "Human Relations in Selection of Students in Teacher Education."

John P. Strouse, "Human Relations in the Student-Teaching Triad."

William Jack Sugg, "The Responsibility of Teacher Education in Preparing the Candidate Teacher to Cope with Human Relations Problems in the Teaching Profession."

Sherry Walter, "Nursery School Education: A Responsive Environment for Undergraduates."

Garrett F. Weaver, "Proposal for Professional Preparation of Inner-City School Teachers."

Staff members were available and met with individuals or groups which were studying the above topics. A number of the participants registered for University credit and were required to submit written reports.

Procedural Committees

Two committees were organized to handle routine work necessary to an effective workshop.

1. The Resource Committee was in charge of setting up procedures for the utilization and accounting for the books and materials in the workshop library and the resource files. This committee also explored and reported to the group the procedures for using the University libraries. June Dawson, Billy Ray Dunn, Walter Merz, Dawn Narron, Robert Oas, Roger Pankratz, Earl Shearer, John Strouse, Garret Weaver.

2. The Social Committee kept the group informed on recreational and cultural opportunities available. Its members also organized trips to places of interest, coordinated transportation and ticket purchase, planned social events, and in many ways encouraged each person to participate in recreational or cultural activities which appealed to him most. Mary Fisher, Charles Harrington, Mildred Olson, Jack Sugg, Sherry Walter.

Typical Weekly Calendar--Week of July 28 to August 3

Monday	9:00	Get Acquainted
	10:00	Registration
	11:15	Welcome Dr. John Dunworth, Dean, Teachers College
	12:00	Lunch
	1:00	Tour of Campus
Tuesday	9:00	Dr. Troyer
	10:30	Coffee
	11:00	Discussion
	12:00	Lunch
	1:30	Round Table Discussions
	2:30	Individual Conferences

Wednesday	9:00	Dr. Troyer
	10:30	Coffee
	11:00	Discussion
	12:00	Lunch
	1:30	Determination of Theme Group
		Initial Planning of Group Activities
		Work Time
Thursday	9:00	TV Workshop
	10:30	Dr. John Pruis, President, Ball State University
	12:00	Lunch
	1:00	Jim Scott, Associate Professor of Sociology
	2:00	Work Time
Friday	9:00	Dr. Richard Burkhardt, Vice President for Instruction
	10:00	Discussion
	10:30	Coffee
	11:00	Film, "Passion for Life"
	12:00	Lunch
	1:30	Film, "Social Animal"

Other Workshop Activities

The entire group was welcomed the first evening at the Don Lyon's residence for an informal get together. Members had the opportunity to relax and to become acquainted with one another. The informal atmosphere that became associated with this initial evening continued for the remainder of the workshop. Many other pleasant evenings followed at picnics, movies, or dorm parties.

The recreational activities were varied. Many of the members chose to go bowling, swimming, bicycling, or to play tennis. Others preferred to relax in the dorms playing bridge, canasta, ping pong, or shuffleboard.

A highlight for the whole group was the trip to Indianapolis to visit the Prarie Conner (Pioneer) Farm and the Indian Heritage Museum. After dinner that evening, the group attended "Man of LaManchua" at one of the fine outdoor theaters in Indianapolis. Another rememerable trip was to Cincinnati to watch the Reds play the Mets. The workshop ended with a final dinner at an excellent restaurant in Muncie.

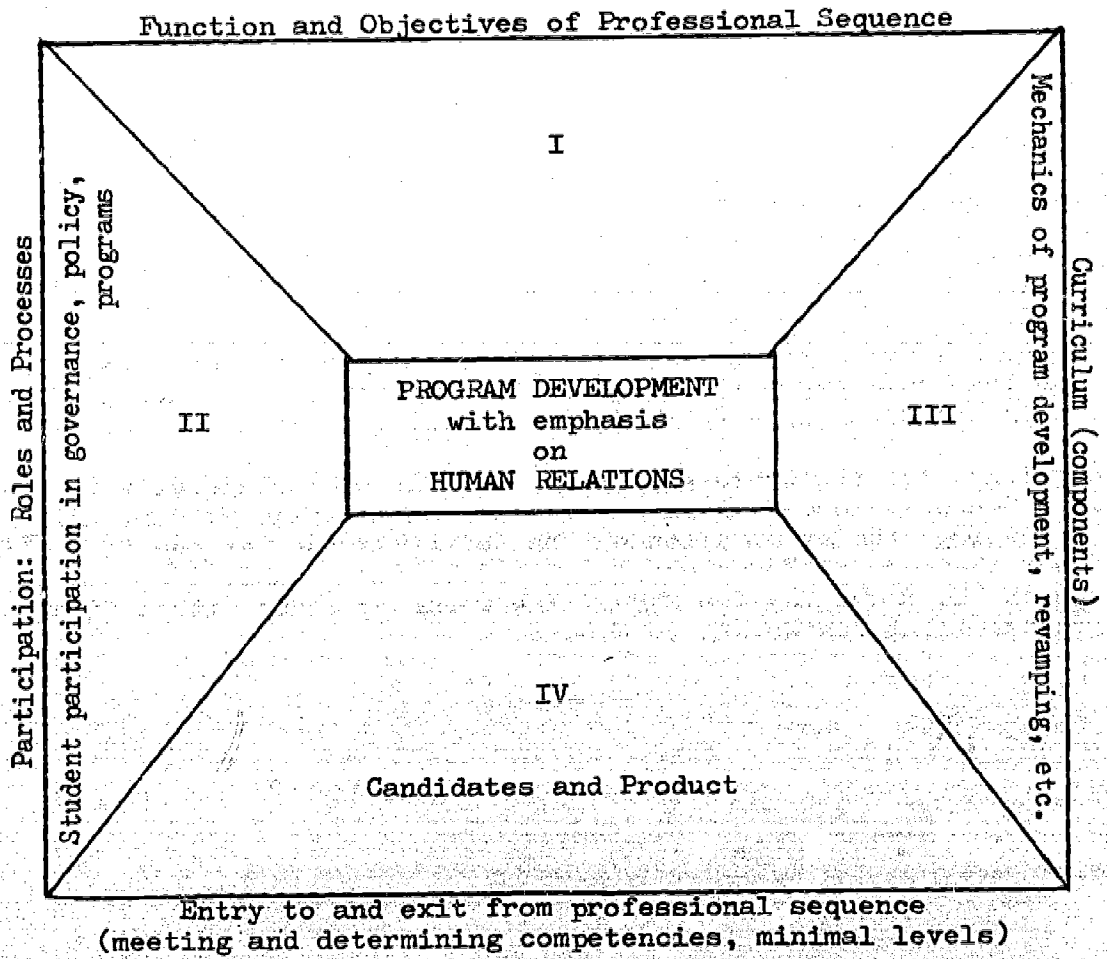
CHAPTER III

THEME GROUP REPORTS

Direct Experiences and Program Designed to Better Prepare Prospective Teachers in Terms of Human Relations Skills and Understandings

"Work Model" - At the first meeting of our theme group, members were asked to list their special concerns in regard to our selected problem. The following model for group study and individual application was constructed out of the statements made in that session.

Dawn Narron, Chairman
Charles Harrington
Mary Fisher
Jack Sugg
Sherry Walter
Garret Weaver



We, the members of Theme Group A, believing
the ultimate goal of effective education to be
"Autonomous individuality"
i.e.,
A Self-directed, unique human being
do hereby submit some of the more visible results of our
intensive and enjoyable experiences in group process.

SOME GUIDELINES FOR DEVELOPING

A PROGRAM FOR HUMANE TEACHING

"The essence of humane teaching is in teacher self-understanding, acceptance, creativity, spontaniety, and interaction."
Nystrand and Cunningham in ASCD Yearbook, 1970.

I. Function

A. GENERAL FUNCTION: To help humanize through education.

B. SPECIFIC FUNCTIONS:

1. To help each candidate develop and/or improve his ability to establish and implement a "helping relationship" with children and/or youth and peers.

Illustrative Objectives (in behavioral terms)

a. The candidate will be able to list developmental characteristics of a given age level --
physiological
emotional
intellectual
sociological
interests

b. The candidate will devise and utilize strategies (alternatives, techniques, procedures) to facilitate open communication in --
planning
policy-making

c. The candidate will devise, implement, and evaluate a means of achieving an atmosphere of trust.

2. To help each candidate identify, develop and use strategies which facilitate productive individual and group behaviors.

Illustrative Objectives:

a. As a result of simulation and/or direct experiences the candidate will be able to (1) identify, and (2) establish guidelines for, an atmosphere conducive to free expression of ideas and feelings.

b. The candidate will be able to apply procedures for helping his students clarify their ideas and attitudes.

3. To provide opportunities for each candidate to achieve the kinds and levels of significant, meaningful experiential learning which will produce in him the understandings, attitudes, abilities, and qualities which will allow him to perform those professional responsibilities germane to his assigned or aspired role at minimally acceptable levels of performance.

Illustrative Objectives:

a. The candidate will be able to (1) state in his own words the necessity for record keeping and (2) devise some means of organizing and recording necessary observations and measures in:
attendance
achievement
behavior

b. The candidate will demonstrate acceptance of and use of the ideas of his pupils in order to facilitate their learning.

4. To help each candidate develop those competencies and techniques which will allow him to effectively help others to initiate and sustain those activities which will result in learning.

The concept of "responsible learning" in the Castell sense. See 1970 ASCD Yearbook, p. 22.

Illustrative Objectives:

a. The candidate will be able to select and apply a system of reward and punishment appropriately (i.e., demonstrate ability to judge appropriateness).

b. The candidate will be able to effect conditions for learning which will facilitate each learner's (1) acquisition of knowledge, skills, and abilities, and (2) development of personal meaning.

5. To help each candidate find fulfillment and humaneness in his own ways.

Illustrative Objectives:

a. The candidate will be able to describe to peers and significant others his perceptions, beliefs, and feelings about himself as (1) a person and (2) as a teacher.

b. The candidate will be able to demonstrate his willingness and ability to use his unique personality and competencies to teach:

1. without guilt
2. without fear of reprisal (or intimidation)
3. without institutionalized repression

6. To help each candidate increase his "understanding of how the world operates so that he can work with its principles and consciously plan productive strategies" for both coping with it and changing it in desired directions (especially in regard to the school in his society).

Illustrative Objectives:

a. The candidate should be able to identify signs of anger in himself as the result of accumulated irritation, annoyance and stress and be able to find effective ways for releasing it by sharing it with other adults.

b. The candidate should be able to cope with the problems of culturally different children with understanding and compassion and not with obvious feelings of pity and superiority.

II. Participation: Roles and Processes

A. The candidate or student teacher

a. Definition of roles

CLIENT		transition	CLINICIAN
Freshman Sophomore Junior Senior Graduate	scholar reader consumer accumulator of knowledge data processor	researcher analyst evaluator	observer Classroom: participant analyst Assistant teacher (aide) Associate teacher (team member) Intern Pretenure teacher

b. In the school or laboratory experience we shall speak of the clinician (i.e., student teacher, participant, etc.) as "opa": observer, participant, analyst

B. The opa experience. It is hoped that the opa would actively participate in each of the following:

a. Planning

(1) Pre-assignment: special interests and needs
(2) Professional sequence: kind and amount of experiences
(3) Assignment specifications: where he will work and what he will do in a school

b. Curriculum development

(1) Curriculum committee assignment: university, in a school, school system, with cooperating teacher(s)
(2) "Methods" courses
(3) Free university
(4) Proposals for curriculum change
(5) Sherry Walter's statement on student participation in course content - Incomplete sentence "surveys" at initial meeting of the class to determine procedure and content
(6) Mary Fisher's statement: Early childhood programs should provide the candidate with many varied field experiences in association with course work directed toward leadership opportunities with full responsibilities for fostering cognate creative learning in children.

c. Management in the classroom: Individual and group behavior

(1) Order
(2) Control
(3) Routines
(4) Structure
(5) Emergency

d. Governance, Administration

(1) Faculty meetings
(2) School board meetings
(3) Student Governance: Charles Harrington's statement on student governance--The role of the student in the governance of an institution of higher learning should be one in which he feels a sense of personal worth--precipitated and sustained by the coaxial and coeval student-university group. This might be effected by including students on college councils and committees traditionally restricted to governing boards, administration, and faculty.

e. Public relations

(1) Parent conferences
(2) Information or orientation to individual program
(3) Participation in community activities

f. Professional participation--Teachers' organizations

g. Analysis and/or Evaluation

(1) Tools of observation
(2) Assessment of the activities
(3) Marking systems

h. Diagnosing learning problems and/or needs of students

In most instances the Teacher Education divisions in most colleges and universities are not meeting the needs of a candidate teacher in reference to coping with Human Relation problems as they exist in public school education.

B. The cooperating teacher (hereafter called C. T.)

We would hope that the philosophy of the C. T. would include:

1. Seeing himself/herself as a

a. motivator
b. director
c. facilitator
d. guide

these rules are seen as interactive rather than separate elements

In order to:

2. Permit the student teacher to:

a. experiment with receptivity
b. create his own style
c. learn, in a reciprocal fashion regarding mutual human trust and confidence

C. University personnel

1. Supervisor is one who should observe/measure the candidate's competencies/potentials.

2. A coordinator functions as above plus:

a. liason function in fulfilling university, certification, and local expectations.

b. mediating function to achieve and sustain good working and human relations.

c. curriculum development functions regarding both feedback and updating at both the university and local school levels.

3. Director of laboratory experience administers all programs for laboratory experiences (i.e. for placement, public relations, and schedules.)

4. Instructors - for course work which may occur simultaneously with the student teaching.

5. Center directors

6. Seminar leaders and/or consultants

7. Counselors

8. Conclusion re: the role of the university personnel in effecting our "Program for Humane Teaching." The university has the responsibility to provide continuous evaluation of the program in teacher education through relevant laboratory experiences and modules of learning, geared toward the expectations of the clients and the participating institutions and school systems.

After completing the above outline related to the specific problem of our "theme group" and to the theme of our workshop (Human Relations in Teacher Education), each member of our group expressed further interest and/or concern in assuming as a personal task certain items in relation to his own program development and candidate recruitment needs. We would hope to:

1. Develop a course or series of seminars, highly exploratory in nature, in which students are primarily responsible for supplying questions and/or concerns regarding the teaching profession and its potential.

2. Study the effect of the use of paraprofessional and work toward the development of standards for the utilization and evaluation of these persons in the educational endeavor.

3. Attempt to predict the direction of education in our changing society and attempt to identify and define new roles and programs as well as plans for assessment of the implementation of those roles and programs.

4. Develop ways of:

   a. involving students in course sequence and "professional" involvement

   b. channeling, rather than squelching existing interest and motivating those who lack a "spark" of interest

5. Seek and find ways of changing policy structure to allow students a voting role, as well as participation in or observation, at board and state legislative functions.

Charles Harrington
Dawn Narron, Chairman
Mary Fisher
Jack Sugg
Sherry Walter, Secretary
Garret Weaver, Reporter

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Human Relations in Pre-Student Teaching Experiences

John Strouse
Walter Merz
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There is a uniqueness in the professional laboratory program insofar as supervision and coordination are concerned. There are some very loose relationships in the teacher education program such as the control of a college staff over the student or the influence that the college staff may exercise upon and over the teachers of the cooperating school. There are defined limits of autonomy to be recognized by all three participants in the professional laboratory experience program if peace is to be maintained and a favorable learning experience is to be encouraged.

The entire process of student teaching is one of human relations -- it involves parents, public school supervising teachers, administrators, and college supervisors.

I. Problems in pre-student teaching experiences to be considered:

- A. Establishing rapport and maintaining a good working relationship.
  - 1. Consistent behavior in aid to rapport.
- B. Avoiding gossip which excites dissension, dissatisfaction, and resentment.
  - 1. Healthy sense of humor.
- C. Practicing frankness, honesty and straightforwardness.
  - 1. Alleviates doubts and misunderstandings.
- D. Accepting criticism and compliments of mutual benefit.
  - 1. Promotes growth.
- E. Being aware of individual human values.
  - 1. Each person protects his ideas and feelings.
- F. Allowing for difference of opinion.

Off-Campus Pre-Student Teaching Experiences

Pre-student teaching experiences are an expression of a desire to make programs of teacher education more realistic. Public schools are thought of as more typical than the campus school, and therefore are turned to by those desiring realistic laboratory situations.

I. Meaningful laboratory experiences should help the student:

- a. Test his desire to become a teacher.
- b. Take advantage of his course work throughout his program of teacher education.
- c. Relate theory to practice.
- d. Demonstrate his growing ability to perform as a teacher.
- e. Prepare for student teaching.
- f. Be ready for his first position as a responsible teacher.

II. Use of Community resources

a. Recreational centers
b. Scouts, clubs, churches
c. Private schools
d. Day care centers
e. Learning foundations
f. Industrial plants

Through the use of the community there is a recognition of a need for change--the enrichment of courses providing an opportunity to implement basic concepts and ideas discussed in college courses. It is reasonable to expect that off-campus facilities including several different institutions provide a greater variety for students to work and learn.

III. Cooperating community institutions

a. Montessori
b. Children's Colony
c. Special Education Center
d. Vocational School
e. Industrial School (Correctional)
f. Mental Health

It becomes increasingly important to bear in mind that in a cooperative endeavor in education there exist mutual benefits. It is necessary to keep programs well coordinated and maintain good communication at all times. By dealing thoughtfully with the problems of human relationships, teachers, students, and administrators may learn lessons in human relations that can be among the most valuable learnings which education can offer.

Human Relations in Laboratory Experiences

I. Interaction Processes that Influence Outcomes in the Student Teaching Experience

The topic dealt with here concerns the interpersonal relationships among three members of the student teaching triad--the college supervisor, the student teacher, and the cooperating teacher. These interacting positions form a partial social system which lends itself to analysis within the framework of role theory.

A triadic relationship tends to be a very unstable social configuration. There is a strong tendency for this arrangement to develop into two dyads: (1) the student teacher and each of his leaders and (2) a dyadic relationship between the two leaders. Problems then arise when each has a role expectation concerning the other which is not congruent with the role occupant's own definition. If contradictory expectations for the student teacher are held by his leaders, he may be faced with the dilemma of trying to fulfill two different role expectations. To the extent to which he satisfies one role expectation he may be judged less effective in the eyes of the other leader who holds a different expectation.

A. The placement process

1. General considerations:
Interpersonal conflict within a group tends to develop where some members have considerably different conceptual structures than others. One way to promote positive interaction would be to consider better methods of matching triad members. This could be accomplished by knowing more about the members in the realm of conceptual structures as well as overall personality.

2. Specific considerations:

a. Cooperating teachers with moderately high conceptual structures may serve to strengthen the triad.

b. Cooperating teachers who show a responsive and responsible concern for the student teaching process compliment the triad role.

B. Establishing goals of student teaching

1. General considerations:
The goal for the student teacher should be to learn principles of pedagogy rather than to survive the experience through compromising conflicting expectations of his supervisors. Triad relationships must be cooperative rather than competitive in regard to goals of the student teaching experience. Objectives must be spelled out cooperatively in terms of observable changes in behavior and must be clearly understood by each member if meaningful and sustained cooperation among the triad members is to ensue.

2. Specific considerations:

a. Early identification of the roles and responsibilities of each member of the triad is necessary.
b. Periodic opportunities for each member to examine and restructure the roles of the triad members should be afforded.
c. Establish clearly in the minds of the triad members that the goal in student teaching should focus on central matters of teaching.

C. Conferences

1. General considerations:
In order to maintain consensus regarding role definitions, all three members of the triad must freely exchange information regarding the student's progress toward established goals. Role consensus should be regarded not as a condition to be assumed, but rather as a condition to be studied, developed, and continuously renewed. When situations are discussed in

conferences, they must be considered in light of their contribution toward the overall goals of student teaching. A cooperative setting must be maintained in order to assure triadic cohesiveness.

2. Specific considerations:

   a. Evaluation of the student teaching situation should be jointly accomplished by each member of the triad in relation to the original expectations.
   b. Evaluation of the student teacher's growth toward professionalization should be in terms of the predetermined behavioral goals.
   c. The classroom teacher must remember and understand how the student teacher feels in the student teaching situation. (Skilled teachers often have forgotten the complexity of teaching.)

D. Evaluation of the student teaching experience

1. General considerations:
   If one assumes that all parties in the student teaching triad are competent, evaluation of the student teaching experience may be made in terms of the qualitative development and maintenance of the triadic relationship. The growth of the novice toward professional maturity and expertise will be in direct proportion to the amount of interchange among triad members and the clarity of role perceptions held by each incumbent.

   The behavioral goals established at the beginning of the experience will serve as a guide in determining the relative success of student teacher in this experience. The overall effect may be more desirable if self evaluation is the end result.

2. Specific considerations:

   a. Evaluation of the student teaching situation should be jointly accomplished by each member of the triad in relation to the original expectations.
   b. Evaluation of the student teacher's growth toward professionalization should be in terms of the predetermined behavioral goals.

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Human Relations, A Broad Prospective

Roger Pankratz
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Human relations in teacher education is a very broad enterprise and suggests that it encounters more than the relations that prevail within the formal confines of the college classroom. It appears that to attract the type of candidate desired for teacher training programs, a critical view of public educational programs is needed. Potential sources of talent lie in the large mass of humanity, and how they perceive teachers and education will be linked to their experiences in educational institutions.

The next logical area for teacher educators to examine are the practices used in securing or attracting the kinds of students needed to support training programs. An analysis of the criteria used for selection may be desirous to encourage the best talent available to pursue the profession. A conscientious program of recruiting can be a valuable service, not only to the college, but also to the student and general public as well.

Of major concern in the human relations realm is the question of "How are the students dealt with when they arrive on campus?" This aspect is of particular importance when trying to provide for the needs of students--if it is assumed that these needs may differ. To fulfill this responsibility, faculty must develop an awareness of human needs and an understanding of differing cultural influences.

The relationships between the college and the public school must be enhanced to complete a cycle in human relations. The public schools provide the training base for the prospective teachers. If the college is to produce the sensitive teacher which the public school desires, it is essential to develop a close working relationship which will provide an atmosphere where sensitivity and good human relations are exhibited and honored.

It is hoped that through such an arrangement with a conscious effort on human relations, a more effective teacher may emerge. This in turn may help students perceive learning, school and teachers more favorably and that the cycle may be on a higher plane as turns over again.

36

The Need for Human Relations In the School and With the Community

by
Roger Pankratz

Introduction

Public education today is under attack. The term "crisis watch" might well describe the situation that exists in our schools in regard to the human relations between the teacher and the students and between the school and the community. Because the severest criticism is coming from the student and the community served by school, it is apparent that the whole area of human relations in public education needs re-examination. If those in the ranks of the profession will be able to assume their responsibility to affect positive change, the probability of experiencing a serious crisis can be averted.

The Situation

In our public schools today we have an increasing number of students

a. who feel that their freedom is being denied
b. who see the present curriculum as irrelevant and outdated
c. who feel that there is no adult they can talk to
d. who see themselves as objects of prejudice and discrimination
e. who see themselves as non-participants unable to make decisions that affect their lives
f. who are searching for an identity and are not finding avenues in school where this can be developed
g. who believe the only way to react to the present situations is through confrontation and aggression

On the other hand there are an increasing number of teachers

a. who are not sure of their role as a teacher
b. who are dismayed about the lack of support they receive from parents
c. who feel they no longer have the respect they once enjoyed
d. who are puzzled why they are labeled as prejudiced when they make every effort to be fair
e. who are having difficulty understanding the actions and behavior of students especially those who come from cultural and economic backgrounds different from their own

To make the situation even more complex there are parents

a. who feel strongly that they should have a greater input in what goes on at school
b. who have differing ideas about what should be taught and what the goals of education should be
c. who feel they are not being heard

d. who are demanding that the school be more accountable for the products it turns out
e. who are not giving the school the financial support that they have in the past

The situation described above indicates a breakdown or the absence of the fundamental processes that are necessary for the development and growth of positive human relationships. These human relationships are the foundation without which no educational endeavor can long survive.

Areas Affecting Human Relationships that Need Re-examination

Teacher sensitivity to the world of the student.

Teachers are often not aware of the culture and life styles of their students. There is often an invisible world of the student that teachers are unable to see and understand because they do not have the skills to do so. Kohl (2, p. 23) in his book 36 Childrer expresses this idea from his experiences in teaching in New York City.

> I am convinced that the teacher must be an observer of his class as well as a member of it. He must look at the children, discover how they relate to each other and the room around them. There must be enough free time and activity for the teacher to discover the children's human preferences. Observing children at play and mischief is an invaluable source of knowledge about them - about leaders and groups, fear, courage, warmth, isolation. Teachers consider the children's gym or free play time their free time, too, and usually turn their backs on the children when they have most to learn from them.

Prejudice and discrimination in the school.

How aware are we of our prejudices? How do we deal with prejudices we are aware of? These are questions teachers must ask themselves if better human relationships are to be established. How a teacher uses I.Q. scores and cumulative records, how she evaluates student's work, how she gives and uses grades, how she discusses students with other teachers all have implications for fair or prejudiced treatment of students. Many students feel they are victims of discrimination. Usually the students who are most sensitive are the ones most often offended because they have been told in many subtle ways that they are inferior.

Avenues and vehicles for communication in the school.

The real tragedy in human relations is not that teachers offend students or that they discriminate against certain students but rather that there seldom exists times or places where teachers and students can talk about their feelings. It isn't enough for a teacher to know how a student feels; it is equally important for the student to know how the teacher feels. When people are able to have dialogue on a one-to-one basis misunderstandings are less likely to occur.

Myths or false assumptions under which teachers operate.

Due to their background and training teachers often govern their own behavior based on ideas that go unchallenged. These ideas are accepted as fact or good practice when they actually may be detrimental to the learning process and human relationships. Some of the more common ideas are:

a. Teachers must demand respect from their students by being strict.
b. All learning is hard work and demands discipline.
c. Teachers who are professional should not be too friendly with students.
d. Be real tough on your students the first day so you can relax later.
e. Children who lack certain academic skills cannot be educated.
f. Children are not capable of making good decisions.
g. Students cannot be objective.

It is time the profession calls into question those principles under which many teachers operate to determine whether or not they really do enhance learning.

The failure vs. success attitudes that are influenced by the school.

Glaser (1) in his book Schools Without Failure says that increasing numbers of children are seeing themselves as failures. He believes that educators have been so obsessed with social, environmental and cultural factors affecting students that they have not looked deeply enough into the role educators itself has played in causing students to fail. Serious questions should be raised about the effect of grades, teacher expectation of students, and ability grouping on the students image of himself as a success or a failure. A study by Rosenthal and Jacobson (3) in a predominantly lower-class neighborhood in a south San Francisco area showed that the teacher's expectations of her students had a very significant effect on her students' attitude, achievement and how the teacher felt about her teaching situation.

Emphasis on prescribed content and on the teacher's agenda.

When students do not have the opportunity to participate in planning the agenda or what is being studied he often fails to see the relevance of his course of study. This often leads to boredom, working only for grades or giving up and submitting to failure. All of these result in a deterioration of human relations.

Putting Handles on Improvement

Solutions to the problem areas described above will need to come as a joint effort through interaction at the local level. Pat solutions cannot be imposed from the outside. Some suggestions however are in order for the development of vehicles for effecting change at the local level.

1. The establishment of priorities.

If developing human relations and humanizing teaching is important, time will need to be devoted to this enterprise and something else will

have to become less important. This may even mean that some sacred subject matter will have to be scuttled if other items are higher on the agenda.

2. Encounter groups.

If education is to become more of a human enterprise situations will have to be set up where people can talk to each other as human beings without regard to position or status. No amount of information of talking to people can take the place of genuine dialogue between people in the establishment of human relationships. Teachers, students, community people and administrators will need to find legitimate avenues for communication and dialogue. This could be done through "encounter groups" made up of individuals who are willing to talk to each other regarding a common interest they share. They could take place in the classroom, in extra-curricular activities or out of school involving people from the community. Topics such as race relations, local recreational needs or curriculum changes could be discussed as long as feelings as well as ideas were expressed in the dialogue.

3. Greater student participation.

There are many areas in the school program where students can take more responsibility for decision-making and participation. These areas need to be identified and set up as laboratory experiences for developing responsibility and understanding the democratic process.

4. More community involvement in the school.

Not only should the community be more involved in planning the school program but more direct involvement of community personnel in the school. The employment of aides and non-certified personnel could establish a direct link between the school and community. This is especially true for minority races and for people who come from low income areas. More use of the community as a laboratory for learning is also a way to establish better human relations as well as increase the potential for educational experiences.

5. In-service training.

Once needs are determined and directions for change are established in-service training may be useful. Where in-service training is essential the program should be designed by local school personnel to deal with specific needs in the local school community situation. Resources to serve a need can then be brought in. Sensitivity training, Black Studies, and The Use and Effect of Drugs are examples of topics where outside resources may be needed. Both school and community people could participate for credit or non-credit.

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Human Relations in the Selection of Students in Teacher Education

by Earl Shearer

Human relations often are strained in the process of selection of students in teacher education. Students who are not selected may suddenly terminate their educational career and secure a job. Supportive parents of the rejected student may generate hostility toward a well-established educational institution and some degree of anguish may be endured by the profession.

A. The Right to Select
   1. Right not questioned
   2. Ability to select is questioned

B. Assumptions Regarding Reasons for Selection
   1. An educated citizenry is essential to our culture
   2. Quality of education is important to the preservation of a democratic society
   3. The public interest must be protected
   4. New members to the profession must be well qualified
   5. Profession is qualified to determine standards
   6. State recognition that bases for selection of competent teachers do exist
   7. Parents and students expect a competent teacher
   8. Qualities and abilities demanded by teaching are not possessed by all people
   9. The teacher is important in the learning process

C. Ability to Select
   1. Identify qualities which may be predictive of good teaching
   2. Locate those persons with potential
   3. Measure teaching personality

D. The Responsibility to Select
   1. Professional wide in scope
   2. Community and state should share some responsibility

E. Assumptions in the Selective Process at the College Level
   1. Abilities and characteristics can be stated
   2. Abilities and characteristics can be identified and measured

F. Criteria for Selection
   1. Keen intellectual ability
   2. Concern for other people
   3. Worthy character, attitudes, and action
   4. Possession of physical and mental health
   5. Self direction toward goals
   6. Broadly educated
   7. Thirst for knowledge
   8. Ability to guide learning

G. College Level Selective Process
   1. Consider evidence other than grades and rank in class

2. Vocational guidance and counseling are necessary
3. Extension of recruitment and orientation program
4. Periodic review of students progress
5. Employ more objective measure of personality
6. Use of more persons in the admission and retention of student teachers

H. Student Characteristics in the Selection Program (in order of importance)
1. Possess emotional maturity
2. Communication ability
3. Possess basic skills
4. Manifest moral and ethical fitness
5. Academic aptitude or intelligence
6. Academic achievement
7. Ability to work with other people
8. Understanding the democratic process
9. Possess health and vigor
10. Possess a sense of humor

I. Use of Interview and Self Perception Tests for Predicting Success in Teaching
1. Insecurity factors
2. Human relation factors
3. Self esteem factors

An insecure teacher (or prospective teacher) would:
a. Be hesitant in relations with children's parents
b. Exhibit concern about ability to discipline
c. Fear adjusting to individual children
d. Enter teaching because the job looks secure
e. Enter teaching to gain prestige
f. Lack self confidence
g. Find feelings easily hurt
h. Seldom lead in a group
i. Tend to disparage own abilities
j. Be sensitive to criticism

The more secure teacher would:
a. Recognize individual differences
b. Realize that teacher attitudes make differences in pupil reactions
c. Give pupils a sense of accomplishment
d. Understand that pupils should gain social as well as academic achievements
e. Give pupils credit for trying
f. Not push pupils to achieve but lift interest to levels of achievement
g. Emphasize reason
h. Admit to pupils when he is wrong
i. Accept the fact that teacher-pupil disputes are often the teacher's fault
j. Realize that the respect of the teacher must be earned

J. Trends in Admission Practices
1. Multiple criteria has replaced single criterion

2. Problem of retention is as great as selection
3. It is easier to reject those students with negative characteristics than select those with positive characteristics

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The Culturally Disadvantaged Students: The Administration, The Teacher

by Mildred S. Olson

Marjorie H. Bond states that the good teacher not only fully accepts

but promotes respect for the essential integrity and dignity of all human beings. And Chambers (1) asserts that it is of great importance that a college should know as much as possible about the situations and prospects of the young people of its locality. How long do they stay in the lower schools, and why do they leave? Aside from the more obvious cases, why do some of the high school graduates go to college, while others of equal ability do not? Do many of the youth want a type of education the college does not provide? Where do they go after graduation from high school? How many leave the community altogether? What jobs are they in and what remuneration do they get? What of the morale of today's students? Are their attitudes apparently good? Can the abler half of them be brought in as good permanent partners in the college enterprise? And what are the administrators and the educators doing to assist the culturally deprived and/or disadvantaged students? And, finally, what in-service training programs are being effectively utilized to assist the teacher of the culturally disadvantaged students?

Mario D. Fantini (4) asserts that the educational activities of the 60's were developed largely as reactions to crash programs dealing with the poor--those classified as disadvantaged. Moreover, the use of such terms as culturally deprived and culturally disadvantaged implied something was wrong with the learner, not with the school and its educational process. Fantini states that such a diagnosis led to programs of compensatory education, designed to rehabilitate the disadvantaged learner to fit the existing school. However, later reports from the field suggested that the results of compensatory education programs were not encouraging and--without restructuring--could not meet the challenge of universal public education. Furthermore, Fantini points out that we are expecting an educational system rooted in the nineteenth century to solve twentieth- and twenty-first century problems. And this irreconcilable discrepancy has resulted in disconnectedness, alienation, loss of confidence, and the inevitable retaliation of students, parents, business, and industry, as well as increased concern among government officials.

Yet Fantini cautions that it is inaccurate and deluding to attribute this discrepancy to any one group, whether administrators, supervisors, teachers, students, parents, or communities. The problem is with the institution--not with the individuals whom it controls and determines. And an obsolete educational institution handicaps all learners, teachers, administrators, and communities.

In addition to Fantini's point of view, Kenneth R. Johnson (6) states that the culturally disadvantaged students have many general characteristics that distinguish them from members of the dominant culture. For example, students who are culturally disadvantaged lack the experiential background necessary for success in a curriculum that is designed by middle-class educators for middle-class students. Experiential background includes concept development, language, learning style, needs, interests and general information--the general information the curriculum expects and extends.

And the teachers, on the other hand, experience difficultues in understanding and working with disadvantaged students because they have serious misconceptions of the pupils' preschool experiences. Glasman (5) found

that those teachers who are unfamiliar with disadvantaged children and schools display a highly pessimistic view of the schools' potential in helping the disadvantaged learner. These teachers have been found to possess an orientation which is more subject-centered than student-centered and a relatively small degree of acceptance of lower-class values, attitudes and behavior. Furthermore, Glasman reported that the opinions which these teachers usually formulate of these students are found to be highly biased. For example, evidence was found that many teachers feel that the lower-class student is intellectually limited. Elsewhere it was suggested that teachers who feel and assume that the low-class child is intellectually limited "discover" that he is. Initially responsible for this is perhaps the teachers themselves when they rate classroom behavior of disadvantaged students as undesirable even when their academic achievements are good. Then, when students become aware of the teachers' critical attitudes, they acquire lower perceptions of themselves. These students, in turn, achieve less and behave less satisfactorily, and the teachers' assumption becomes "valid."

But Glasman asserts that the root of the problem is that the Anglo-American majority expects the culturally different and/or disadvantaged students to become just like itself. And when the middle-class teachers are unsuccessful in attempting to change culturally different students, they inevitably formulate the opinion that the attempts are useless, and, thus, they also become unsatisfied with their work. And the more "alien" the teachers are to these students, the quicker they lose faith in such attempts, the quicker they become biased in their relations with the culturally different students and the faster they become dissatisfied with their work.

On the other hand, the low expectation which teachers have of culturally different students and which is associated with the students' language difficulties has been found not to be identical with the low expectation level which is associated with the students' socio-economic deprivation. Glasman suggested that the expectation level which is associated with language difficulties is not a serious problem which merits consideration by either researchers in the field of education or practicing administrators. However, he urged that only teachers with special skills may be successful in working with students who have language difficulties. And such teachers must be adequately trained before they come into contact with the students.

Glasman further suggested that three major categories of teacher roles may be found. The first category includes the roles in promoting pupil growth, such as director of learning, counselor, and guidance worker. The second category includes the liaison roles among which are the mediator, the culture, and the person who serves the students as a link with the community. Program building roles such as being a member of the school staff and the teaching profession are included in the third category. Teacher roles, in turn, usually outline major functions, and, in a general way, the areas of teacher competence that typify each role. Thus, the answers to questions related to teacher competence may serve as guides to individuals or groups who are responsible for in-service programs for teachers.

In establishing in-service training programs for teachers, administrators may consider the following questions:

> Are any new competencies demanded? Are teachers aware of their roles and responsibilities? Do teachers see themselves primarily as purveyors of information, and is this desirable and/or realistic? Are suggestions made by laymen for the improvement of teaching influenced by the stereotype of a teacher as merely a purveyor of information? To what extent is teaching an art, a science, or a technology, and what are the competences demanded in each case? Do teachers function adequately in all roles, and, if not, what changes are desired? And, finally, what is needed to increase competence of teachers in given assignments by school administrators, professional organizations, and public groups?

Basically, school administrators are most responsible for in-service programs for teachers (5). Commonly existing in-service education facilities organized by administrators of local school districts include faculty meetings, conferences, workshops, consultant services, teacher-orientation programs, institutes, and preparation and evaluation of instructional materials. These activities, however, are not necessarily the ones which teachers who seek to increase certain of the competencies desire. For example, one school district in California discovered that the most desired activity which elementary teachers sought was observing other teachers teach (3). High school teachers, on the other hand, preferred taking college extension or campus courses. Also highly desired activities were participating in workshops, visiting exhibits of industrial materials and devices, and working with other teachers studying special problems.

The disagreement over preferred in-service activities are largely due to the differences in roles which various educators have within a school system. These disagreements may also result from a lack of consensus over the priority of teacher roles and the definition of teacher competence. Nevertheless disagreements over preferred in-service programs for teachers of the culturally different students are even more pronounced than those related to teachers of other students. Partly responsible for this, Glasman suggests, is the fact that the educational establishment is neither limited nor defined about the role which various educators need to assume in the learning process of the culturally different student. Also responsible are the unfamiliarity of many teachers with socio-economically disadvantaged children and the resentment of many teachers toward work with these students.

In other words, Glasman found that the concept of an effective or proper in-service program for teachers of culturally different students is unclear and artificially utilized. He stated that the only valid assumption in this regard is that first-year teachers of culturally different students have special needs, over and above other teachers, for extra consultant help in orientation and adjustment to their professional roles. He points out, however, that all other assumptions about effective programs are weak because in their formulation, relatively little attention is given to teachers' opinions and especially to honest, unbiased, and fearless opinions. Moreover, his study supports the hypothesis that, in regard to the problems which result from low expectation levels, the teacher, not the student or the curriculum or the environment--is the single most important ingredient affecting whether or not problems will arise, persist, and/or be solved.

And important considerations in avoiding and/or solving the problems resulting from teachers' expectations are probably: the selection of the right teacher to work with the culturally different student; the provision of the proper and timely guidance to the teacher who works or is about to begin work with these students; and the dismissal at any cost of the wrong teacher.

These considerations, then, should be of direct concern to administrators who must act to seek specific ways to accomplish the following:

1) finding out from the teachers at different grade levels what, in their opinions, could be expected from culturally different students;

2) providing the teachers with experiences which would attempt to bridge the "could" and the "should" be expected from these students; and

3) seeking experiences which promise to aid the administrators themselves in becoming effective guides to the teachers and effective "screeners" of "right" from "wrong" teachers.

And a general course of action which school administrators may take is designing in-service educational activities along the above lines. Glasman cautions, however, that specific actions are a function of specific situations:

1) An in-service program may be ineffective if it does not inherently possess clear and specific goals;

2) An in-service program may be ineffective if its goals are not known to the participants;

3) No in-service program may be effective if its goals have not been agreed upon by the participants;

4) No in-service program may be effective if the means to achieve the goals have not been worked out on the basis of the needs of the participants;

5) An in-service program which is initiated by the participants will be more effective than a program which is not initiated by the participants; and

6) An in-service program is effective if it increases the competence of a participant in a role which he plays inadequately.

In addition, Bloom (1) recommends in-service training in human relations. This may be of help to teachers working with children coming from home and social backgrounds different from those of the teacher. Bloom asserts that these children need, most of all teachers who will encourage them to try, and to believe in their future, and to believe in their abilities.

In conclusion, Charles E. Silberman (11) affirms that the education of educators should be a central purpose of the college or university. And he states that the first step would be to make teaching a normal part of the undergraduate experience for every student, not just those who plan to teach. This would represent a major step toward reforming the education of everybody, educators and laymen alike. Yet Silberman advises that the remaking of education will not be possible without a new kind of synergistic relationship between the colleges and the universities and the public schools. And the schools cannot be transformed unless the colleges and universities turn out a new breed of teachers educated to think about purpose, teachers who are themselves, in Dewey's phrase, students of teaching.

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Building Better Relationships Between the College and the Public School

by Robert Oas

The United States, despite the highest standard of living, greatest political power, and most extensive educational system of any nation, is a country beset by major social problems. Certain features of these problems now confronting society suggests that developing state colleges and universities serve the immediate needs on a regional basis. Applied research and developmental activities require a pool of well-educated human resources. To date, adequate financial support has not been available and the overwhelming task of serving increased numbers prevents many institutions from becoming the regional public service agencies which they claim to be.(4)

The teacher colleges provide at least one potentially effective vehicle for utilizing the scarce human and financial resources available for society to reap some benefits of an emerging post-industrial age. These institutions have a built in avenue, through their student teaching and other laboratory programs, to be in direct contact with the public schools and indirectly with surrounding communities. The lines of communication have not always remained open between these institutions and this breakdown has hampered the development of either and curtailed their functioning capacity.

No aspect of the nation's largest business, public education, has been sheltered from the critics pen or voice.(1) Many critics have suggested that the logical starting point for improvement of educational conditions is the training institutions. Of utmost significance to the preservice training of teachers is the student teaching experience. This dimension of the teachers training directly involves the public school which supplies the facilities and personnel to support the program. School boards are concerned because improved teacher education curricula hopefully leads to improved personnel for teaching. The administration staff, the boards representative and educational leaders, have the responsibility to recommend policy for the selection of cooperating teachers and the amount of responsibility delegated to the student teacher. Probably no person connected with student teaching has more effect on the initial teaching success than the cooperating teacher.

The previous statements suggest a dual responsibility for the training of teachers and the utilization of existing resources to the fullest. It is essential that the lines of communication be open to promote understanding and a climate that will encourage cooperative working in this immense endeavor. A review of recent literature of this topic provides some views that appear to have merit for consideration; theoretical and practical aspects, and the role of the cooperating teacher and the college personnel.

Many students have the impression that theory exists only at the college level and that practice exists only at the classroom level. There is a need to bridge this gap and promote a better prospective for the student teacher. Seminars in the public schools involving public school and college personnel along with the student teachers helps to cement the relationships of the two institutions. This provides an opportunity for the professionals of both institutions to explore and exchange ideas. One study that involved students in curriculum and methodology seminars while student teaching stated:

> The greatest value appeared to be the successful wedding of theory and practice, which was accomplished by relating the activity in the curriculum class with student teaching.(3)

Cooperating teachers that were involved with this program stated that they favored this kind of activity with student teachers over the traditional approach. They felt that they gained through the participation in the seminars with the college personnel and student teachers. The cooperating teachers appeared to be convinced of the need of the partnership in the training of teachers.

It is regrettable that teacher education institutions are perceived as ivory towers that seldom say anything that has classroom utility. The instruction viewed in many methods courses is too often contradictory to the innovative practices being advanced. On the other hand, many practitioners in the public schools differ in ways that are critical for the training of prospective teachers. The quality of instruction, currency of their training, and their degrees of professional commitment present significant variables. Too often, classroom control and organization have higher priority in their view than innovative practices.

The cooperating teacher probably represents the most influential and threatening master. This classroom teacher unwittingly shapes the behavior of the student to that which has "worked for her." The procedures that they use are too often administratively efficient but psychologically or academically unsound.

The locus for implementation of current trends to reflect the recent and research-based learning strategies is not the college laboratory school. Sound teacher education programs must be centered in schools with realistic communities. There are unique demands on the school program if it is to prepare prospective teachers in an atmosphere that lends itself to the development of a new and innovative breed of teacher.

The opportunity for the college personnel to be in the public school

setting and work with the student teaching in the classroom promotes a more practical apporach to the prospective teacher. This also helps break down the resistance to change on the part of cooperating teachers. Classroom teachers can be made aware of current trends and the validity of research evidence which may not characterize many public school practices.

It would appear that if the educational system is to improve it will necessitate the improvement of school personnel. To effect improvement in personnel, the teacher training institutions must explore the avenues available and deal with the fact that the student teaching experience probably has the greatest impact on the teacher's effectiveness with students later in his professional career. If it is assumed that the cooperating teacher provides the greatest influence on the prospective teacher, then the working relationship between the college and public school must be enhanced. Public school teachers will need to accept a professional responsibility for the training of the teachers of the future along with the training institutions.

> It is not suggested that massive action in this direction be taken at once. However, it is strongly encouraged that such experimentation begin. To do otherwise is to abrogate professional accountability for the future.(2)

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CHAPTER I V

INDIVIDUAL STUDIES

Interpersonal Relationships in Learning (Abstract)

June Dawson

Based upon self-analysis, contemplation, direct experiences gained in this NEA workshop and reading the author of this investigation of interpersonal relationships has chosen to examine two phases of the area.

The two relationships which will be examined here are: (1) teacher-teacher, and (2) teacher-student.

Teacher-Teacher Relationships

One of the barriers to a healthy relationship between faculty members is opposition which is a negative force that serves to block healthy communication.

The real reasons for opposition lie within the person himself; he is convinced that his opinion is right even though an objective self analysis would result in self directed change. Because we are so often unconscious of rationalization, it is a most difficult obstacle to deal with. There is no way to deal with it except to study the process and constantly be on the alert for the possible existence and symptoms of rationalization.

Some of the common symptoms are: (a) a high emotional charge connected with an opinion; (b) the temptation to call those who disagree silly, stupid, unprogressive, out of date, or other derogatory names; and (c) certainty that one is right and those who think differently are unquestionably wrong. It seems to be universally true that most do not have the "know how" when it comes to dealing with people. We meet by departments and subject matter groups but do little to break down the barriers existing between them. We talk glibly in our conferences about desirable practices only to return home and find some person or persons standing between us and our goals. Indeed it may be the other way around. We become highly enthusiastic about certain procedures of promise only to find that those who are to use them do not know or are afraid to try. In either case, it is a problem of learning to work, think, plan, execute, and evaluate with people who are a part of the same program.

There are many ways of improving relationships with colleagues. The following approaches are so simple and human that we seldom may think of them.

(1) Those of us who have a concern for improvement in relationships might well assume the obligation of seeing to it that an increasing number of our colleagues have the experience of being thoroughly enjoyed because of their uniqueness.

(2) It might be well to remember in our attempt toward improvement that we must guard against manipulation and coercion.

(3) An unstructured approach may be successful once an individual has developed sociological and psychological understandings of human behavior. More than a modicum of understanding of human behavior is necessary for positive results in this direction for it involves much understanding of what the "self"is like.

Certainly in society today, each plays many roles and enters into many and complex relationships. Today whether we like it or not, we must continually enter into a variety of relationships. Moreover if we are neither to live unhappily nor to contribute to the sickness of society those relationships must be developed thoughtfully in such a way as to promote the good life for all.

Those involved in leadership roles--broadly defined to include school community or wherever one is in contact with people in learning--have a need to examine constantly themselves in terms of others, and must come to realize fully that human nature is no less complex and fascinating for being encased in dark skin or any other color of skin. I may inject at this point I am opposed to "colors"--I like to think of myself as an American.

Were it possible to remove the walls of insecurity and really vent veiled feelings, it would be possible to develop a state of "openness" and work for meaningful change. It appears at the moment there is no acceptable solution. Man is becoming increasingly incoherent. He remains capable of a kind of uneasiness, apprehension, depression, disturbance, or distress arising from conditions that threaten his existence from within. These feelings are usually tied to unresolved problems of the past. Each person resides on an island between what has been and what is yet to be. He can glory in his past or rue it. He can dream of his future or dread it.

Teacher-Student Relationships

The previous thinking has largely evolved out of adult working relationships, but I suppose my deepest concern is youth. I am happy to find an expressed belief about education by Carl R. Rodgers, Freedom to Learn, as he talks about Facilitation of Learning--The Interpersonal Relationship. Rodgers says:

> I see the facilitation of learning as the aim of education, the way in which we might develop the learning man, the way in which man can learn to live as an individual in process. I see the facilitation of learning as the function which may hold constructive, tentative, changing process answers, to some of the deepest perplexities which beset man today. I am not sure that we know how to achieve this new goal in education. There is some understanding of the conditions which encourage self-initiated, significant experiential learning. We do not frequently see these conditions put into effect because they mean a real revaluation in our approach to education and revolutions are not for the timid.

Additional concepts proposed by Rodgers are reported in summary fashion.

Realness in the Facilitation of Learning

Perhaps the most basic of these essential attitudes is realness or genuineness. When the facilitator is a real person, being what he is, entering into a relationship with the learner without presenting a front or a facade he is much likely to be more effective. This means the feelings he is experiencing are available to him, available to his awareness, that he is able to live these feelings, be them and communicate them if appropriate. It means that he comes into a direct personal encounter with the learner, meeting him on a person-to-person basis. It means that he is being himself, not denying himself.

Empathic Understanding

A further element which establishes a climate for self-initiated, experimental learning is empathic understanding. When the teacher has the ability to understand the student's reactions from the inside. has a sensitive awareness of the way the process of education and learning seems to the student, then again the likelihood of significant learning is increased.

This attitude of standing in the other's shoes, of viewing the world through the student's eyes is almost unheard of in the classroom. One can listen to thousands of ordinary classroom interactions without coming across one instance of clearly communicated, sensitively accurate empathic understanding, but it has a tremendously releasing effect when it occurs.

The process of education referred to here assumes a level of maturity and freedom in learning that must have preceded in the educational process. It also assumes that in a curriculum others might follow the described precedure, otherwise, the student may suffer a bit of confusion in the process.

In summary, two broad aspects of human relations--teacher and student--have been examined. In an active process, such as has been provided for in this group of thinkers, (NEA workshop) conclusions may well be reserved for further usage. It has been interesting to note more and more the behavior of some personalities which are not in agreement with voiced opinions, when individuals are better known. To this extent, it is concluded that the more we strive for objectivity, the more we work together, the more we may come to appreciate all people, and (hopefully) gain greater understanding.

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Toward Improving Human Relations in the Supervision of Student Teachers (Abstract)

Billy Ray Dunn

Introduction

The author of this paper is currently serving as Director of Secondary Student Teaching at Shepherd College, Shepherdstown, West Virginia. This responsibility incorporates the coordinating of the student teaching experience for approximately 150 secondary student teachers per year and involves five college supervisors plus 150 or more cooperating teachers in the public schools of three states.

Purpose

Verbal and written evaluations collected by the author from numerous student teachers at the conclusion of their experience during the past academic year indicated a need for improved human relations. Specifically, a need for improving the role of the supervising teacher in the triad relationship of student teacher, cooperating teacher and college supervisor.

The complaint voiced most often and loudest involved a lack of satisfaction in the conference that normally followed each supervisory visit. Too much emphasis on methodology and a great lack of help in the human relations aspects of the overall process was noted. This paper was prepared to serve as the first step in an attempt to meet the expressed need.

Method

Two sources of information were employed in the fulfillment of this project: (1) Verbal interaction with members of the 23rd annual NCA Workshop, and (2) Review of the literature available in the NCA Workshop Library and the Ball State University Library.

After both of the previously mentioned sources were exhausted to the point that time in an abbreviated workshop would so permit, the material was reduced into three worksheets entitled, "Questions, Concepts and Considerations on Human Relations in Student Teacher Supervision."

The goal now is to place these worksheets in the hands of college supervisors and cooperating teachers with the expressed desire that they will (1) provoke some thought within each individual on the importance of human relations in the overall student teaching process, (2) serve as a basis for pertinent discussion during the supervisory conferences, and (3) stimulate group interaction in the annual seminars held on campus between college supervisors and the cooperating teachers.

Questions, Concepts and Considerations on Human Relations in Student Teacher Supervision

"There is something that is much more scarce, something finer for, something rarer than ability. It is the ability to recognize ability."
Elbert Hubbard

1. A conference may help the student teacher to identify differences that exist between his goals and his performance.

2. The objective for evaluation in the student teaching process may be to promote growth within the student teacher rather than to determine a final grade for the experience.

3. Can discipline be viewed as a growth process rather than as an element of classroom control of students by a teacher?

4. A vital element that must be present if the supervisor desires to effect change in behavior is to make the student teacher aware that a feeling of genuine respect for him does exist.

5. Did the triad conference between the student teacher, college supervisor and cooperating teacher leave the student teacher with a realistic impression of his own strengths and shortcomings?

6. The student teacher's needs, attitudes, tensions, and anxieties not only strongly condition his self-perception but also influence his perceptions of pupils.

7. Our own professional activities can be aided if we are to view analytical comments from other people as potentially quite valuable.

8. Evaluating today's teacher must be considered in a different light than in the past since he is no longer an autonomous individual whose own classroom is his domain.

9. Can poor discipline be characterized as essentially being a symptom, a reflection, of some underlying difficulty that a teacher has not successfully faced?

10. A supervisory conference should be viewed as a live teaching situation in which we have involvement of ideas and emotions on the part of each participant.

Questions, Concepts and Considerations on Human Relations in Student Teacher Supervision

"I've known countless people who were reservoirs of learning, yet never had a thought." Wilson Mizner

"All change is not growth; all movement is not forward." Ellen Glasgow

1. To be an effective supervisor, one must be able to function within a logical, coherent theory of behavior, be aware that he is doing so, and be able to explain his behavior in reference to such a theory.

2. To affect behavioral change, one must change an individual's perceptions. Thus, a supervisor needs to be aware of the student teacher's values and beliefs, and also of his perceptions of teacher-learning situations.

3. Harold Gores once wrote, "a college is people, ideas and a place - in that order." Can the student teaching process be characterized in the same manner?

4. Effective communication depends upon understanding the other person's viewpoint. To develop a common understanding, it would then be necessary for at least one of a pair to learn the other's attitudes or ways of looking at things.

5. A supervisor must learn to listen if he is to establish good human relationships. Often people are so preoccupied formulating responses that they fail to hear what the student teacher is saying.

6. A student teacher's needs may be expressed in both words and behavior.

7. When the concerns of the supervisor and that of the student teacher do not coincide, who's receives the priority?

8. One goal of supervision may be the stimulating of the student teacher to work more effectively, more productively and to provoke reflection and professional growth.

9. "There is really one way to deal with people and, once that rule is discovered, it should be followed," was an aphorism subscribed to by many supervisors at one time. To seek such a magical formula is often associated with lack of understanding of the complexities of human behavior and individual differences.

10. Human relations and its point of view are not concerned with making everyone happy or distorting the picture of reality.

Questions, Concepts and Considerations on Human Relations in Student Teacher Supervision

"He that gives good advice, builds with one hand; he that gives good

counsel and example, builds with both; but he that gives good admonition and bad example, builds with one hand and pulls down with the other."
Francis Bacon

1. A supervisory conference should not conclude until a definite plan for change has been formulated.

2. It is the responsibility of a supervisor to develop a student teacher's confidence in his own potentiality as a teacher.

3. A supervisory conference has little opportunity for success unless a mutual feeling of trust and respect exists between each participant.

4. Recognition of a supervisor's suggestions as a commitment may be indicated by the agreement, restatement and extension of the suggestion by the student teacher.

5. The cooperating teacher may be experienced and skilled to the point of having forgotten the complexities of teaching; thus the supervisor may find it necessary to motivate an understanding of how the student teacher feels in the student teaching situation.

6. Defining the goals of a student teaching program: The exploration of ideas and beliefs, the sharing of perceptions and thoughts between the supervisor, cooperating teacher and the student teacher in their triad relationship.

7. One characteristic of the ideal cooperating teacher is that she shows a responsible and responsive concern for the student teaching process.

8. A common concept for interpersonal relationships in the student teaching triad: Acknowledgment that differences denote neither inferiority or superiority.

9. Too often student teachers do not realize that becoming certified to teach is just a point on the continuum from college fledgling to effective teacher.

10. A possible failing in the supervising of student teachers: Too frequently our concern is for the product rather than for processes.

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A Program for the Preparation of Teachers in Early Childhood Education (Abstract)

Mary L. Fisher

The purpose of this project is to investigate and study various available programs for the preparation of teachers in Early Childhood Education and as a result of this investigation, present some plausable, workable program to the Committee, whose responsibility is to develop, organize, and structure such a program.

The Committee suggested the following guidelines as a working basis:

1. To develop an early childhood program as distinctive as possible from the present elementary program.

2. To structure the program so that at its initial inception (and the following year) it can be handled by the present staff.

3. The product will be considered as a model to serve as a "jumping off" point for the Committee.

The need and demand for qualified teachers of young children has become a serious concern to faculties of many college and university institutions. We, at Wisconsin State University-Platteville, felt this concern also and included a proposal for establishing a program for the preparation of teachers of young children in our Mission Paper to the Coordinating Committee on Higher Education. As a result of this, the Coordinating Committee granted permission to initiate a four year program

in early education for the preparation of teachers by September 1971.

A committee to study the entire field of early childhood education, the potential of our institution to instigate a good program, and how the physical facilities available can best be utilized has been set up and work has begun. At the start, the Committee felt the handicap of not being able to plan for additional staff needed in a new program due to the Legislators sudden tightening of the "purse strings." The Committee was, however, encouraged by the renewed interest and work done by the Department of Public Instruction in the certification of Early Childhood Education.

In doing research, which was rather limited, I discovered that model programs were hard to come by. The catalogues of various institutions gave very little information with the exception of Tufts University. The more I checked the more I realized that catalogues have a "thing about them," which keeps going in circles. Most listed programs entitled Early Childhood Education were subsumed under the department of elementary education, child study or home economics. These so called Early Childhood programs are often non existant. A. Eugene Howard[5] in his analysis research of ten exemplory programs in Early Childhood found it difficult to point at one good example. As the result of his study, he also made the point that provision for special training should be recognized and the need for specialized training programs for undergraduates who plan to teach young children should be established.

In studying our university's catalog with renewed interest, I found it necessary to have a set of criteria which would help me in making selections, deletions, substitutions, course placement and other innovations in view of the type of Early Childhood program I felt I could develop. The set of criteria developed by Howard in his study of Early Childhood programs served well in evoking an Early Childhood program. In fact, I shall recommend to the Committee that in its further study that the set of criteria by Howard[5] be considered.

In studying this program it is necessary to start with what we already have. One division in the College of Education is known as the Division of Elementary Education, which includes (for certification purposes): Lower Elementary (K-6) and Upper Elementary (4-8). My area of concentration will be in the Lower Elementary. Five charts are used to give background information and, also, indicate changes which gradually developed a program in Early Childhood Education for the preparation of teachers.

Charts I and II are not too different in the two programs. This is, in part due, to the requirements imposed by the College of Education and the Division of Elementary Education. However, the changes and recommendations made will help to strengthen the program for the students in Early Education. It will provide a broader background and more in depth learning which is invaluable in working with young children.

Chart I-I indicates considerable change in the requirement of courses in teaching techniques for the Early Childhood program. It is here where the two programs should show a definite change in order to develop a new

one quite different in philosophy, content etc. On close inspection many changes are indicated in the early childhood program such as: eliminating some courses, substituting others and establishing new ones, all of which should build a strong program. This program should encourage students to become involved in the area of cognitive creative learning as a person as well as recognizing this potential in young children. In the areas of science, mathematics, social sciences, language and linguistics, and the arts there is offered wide horizons for this kind of learning for both the student and the young child. The courses in this section of the program are directed toward this goal.

An overview of the complete 4-year program is pictured in Chart IV. At first glance, it appears that too many individual methods courses are required. This is probably so! The courses, at this time, seem important to the program. It does seem obvious that some innovative approaches could be evolved to achieve more cohesiveness and interrelatedness such as team teaching, block scheduling, microfilm to mention a few. A strong possibility for team teaching and/or block scheduling in such courses as: Education 232 and 241, Education 343E and 442, Education 310 and 423, and Education 313 and Psychology 332. This entire problem of implimentation of such a program is a vast and difficult one involving more than just the Committee.

The last chart pictures a comprehensive view of the program in relation to time, scheduling and course work over the 4-year program. It shows courses are scheduled during the freshman year which will give the students early contacts with children and these experiences continue with increased opportunities. A balance time wise in general studies, professional courses, methods courses and working with children has been kept in mind in establishing this program.

In working on this project I attempted to keep in mind the Committees' guidelines and, also, the criteria which I set for myself in developing a program with potential for immediate use and one with much future growth. How the Committee will react to this problem is problematic! It certainly can serve as a "starting off point" for the type of work which will, I hope, begin at the grass roots and fly sky high.

My recommendations to the Committee are as follows:

1. Do much soul searching as to the type of program really needed.
2. Study other programs for content, organization and most important, philosophy.
3. Keep close contact with staff members of various departments for ideas and suggestions.
4. Be a dissemination center for all new innovations and strategies in teaching.
5. Begin early to identify students for the pilot program.

6. Keep in mind that a complete revision of curriculum will ultimately take place in order to develop a unique program for the preparation of teachers in Early Childhood Education.

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CHART I

Elementary Education	Course Credit	Early Childhood Education	Course Credit
General Education		General Education	
1. Humanities - Communications		1. Humanities - Communications	
a. English 113, 123	6		
b. American Lit 223 or English Lit 253	3		
c. Literature for Children 283 or Literature for Young People 392	3	c. Retitle - Literature for the Young Child 283E (This section only for students in this program)	
d. Fundamentals of Speech 212	2		
e. Music Appreciation 123	3		
f. Intro. to Drawing and Painting	2		
	19		19
2. Mathematics and Science		2. Mathematics and Science	
a. Survey of Physical Geo.104 (Natural Environment & Conservation)	4		
b. 6 credits from any of the following: General Biology 115 Physical Science 213, 223 General Geology 103	6-8	b. Recommended Physical Science 213 or 223 General Geology 103	6
c. Mathematics Introductory Math 103 or Algebra 113 or 143	3		
Mathematics for Elem. Tch. or Modern Geometry 153	3	Mathematics for Elem. Teachers 203E (Only for students on this program)	
	16-18		16
3. Psychology & Social Studies		3. Psychology & Social Studies	
a. General Psychology 113	3		
b. History		b. History	
Modern World since 1815 123		Require one History course	3
or Rise of the Mod. Wld. 113	3	Replace other 2 History	
History of U.S. to 1865 133	3	courses with:	
History of U.S. since 1865 143	3	Sociology 305--Family Liv.	3
		Sociology 322--Urban Com.	3
c. World Geography 133	3		
d. American Government 213	3		
e. Principles of Sociology	3		
	21		21
4. Health & Physical Education		4. Health & Physical Education	
a. Physical Education 111,112	2		
b. Health Education 203 or	3	b. Require	
Child Nutrition 362	2	Health Education 203	3
		Child Nutrition 362	2
	4-5		7
	60-63		63

CHART II

Elementary Education	Course Credit	Early Childhood Education	Course Credit
Professional Education Courses		Professional Education Courses	
Select one course --		Recommended	
Psychology 213 - Human Growth & Development	3	Psychology 213 - Human Growth and Development	3
Psychology 213 - Child Psych	3		
Psychology 223 - Adolescent Psychology	3		
Select one course --		Recommended	
Sociology 402, Educ. Soc		Educ. 413 - History and organization of Am. Educ.	
Philosophy 433, Philosophical Problems in Education			
Educ. 413 History and Organization of Am. Educ.			
Ag. Educ. 493 History and Philosophy of Voc. Educ.			
I.E. Educ. Philosophy of Voc. & Adult Technical Educ.	2-3		
Following Courses required --			
Psychology 332 - Psychology of Learning	2		
Education 381 - Observation and Participation	1		
Educational Psychology 472 - Measurement & Evaluation	2		
Education 488 - Student Teaching or Internship Teaching	8		
	18-19		19

CHART III

Requirements in Professional Education for Majors in Elementary Education

Elementary Education	Course Credit	Early Childhood Education	Course Credit
Professional Education Courses	18-19	Professional Education Courses	19
Courses in Teaching Techniques		Courses in Teaching Techniques	
Educ. 223-Prin. in Elem. Educ.	3	Eliminate	
		*Education 121 - Orientation to Early Childhood Educ.	1
		*Education 122 - Orientation to Early Childhood Educ.	1
Educ. 333 - Developmental Rdg. in Elementary Schools	3	Eliminate -Substitute - Educ. 442 - Primary Reading	2
Educ. 343 - Language Arts	3	Educ. 343E Language Arts (Only for those on Program)	
Educ. 381 - Observation & Part.	1		
Educ. 403 - Elem. Curriculum	3	Eliminate	
Educ. 313 Kindergarten Activi- (Kindergarten tch. only)	3	Replace with: Educ. 313 - Environment for Growing and Learning - Early Childhood Education	3
Educ. 393 - Tch. of Soc. Studies	3		
Educ. 310 - Tch. of Elem Math	3		
Educ. 423 - Tch. of Elem Science	3		
Educ. 233 - Music Methods	3	Eliminate and Replace with:	
		*Educ. 232 - Music and Movement for Young Children	2
Educ. 362 - P.E. in Elem. Sch.	2	Also add-- -Educ. 241 - Creative Dance Tech.	1
Educ. 312 - Art in Elem. Educ.	2		
Educ. 213 - Designs and Crafts	3	*Educ. 432 - Organization & Management of Early Childhood Centers (Nursery Sch., Daycare Centers, etc.	2
		*Educ. 431 - Seminar: Parent-Teacher-School Relationships	1
	53-54 or 50-51		52

*New Courses

-Courses Moved Into the Program

CHART IV

Early Childhood Education - Major

General Education	Professional Courses	Courses in Teaching Techniques
Same requirements with the exception of: 1. Specific sections for this major be designated with letter E following course numbers involving several sections. (not English History) 2. Eliminating two history courses and adding two Sociology courses (305 & 322) 3. Requiring both Educ. 203 Educ. 203 - Health Educ., Educ. 362 - Child Nutrition	Same requirements with the exception of: Recommending Psychology 213 - Human Growth and Development Educ. 413 - History and organization of Amer. Education.	Educ. 121 - Orientation to Early Childhood Education Educ. 122 - Orientation to Early Childhood Education Educ. 232 - Music and Movement for Young Children Educ. 241 - Creative Dance Educ. 213 - Teaching Math Educ. 312 - Art in Elem. Schools Educ. 313 - Environment for Growing and Learning Educ. 343E- Language Arts Educ. 362 - P.E. in Elem. Schools Educ. 381 - Participation Educ. 393 - Teaching Soc. Studies Educ. 423 - Teaching Science Educ. 442 - Teaching Primary Reading Educ. 431 - Seminar on Parent-Teacher-School Relationships Educ. 432 - Organization and Management of Early Childhood Centers (Nursery Schools, Day Care Centers, etc.)

CHART V

A Comprehensive View of the
Program for the Preparation of Teachers
in Early Childhood Education

<table>
<tr><td>Educ. 121 - 122</td><td>Educ. 283 E
Educ. 232
Psych. 213</td><td>Professional and Methods Courses</td><td>Course Work
*Student Teaching</td></tr>
<tr><td colspan="2">GENERAL EDUCATION</td><td>Electives</td><td>Electives</td></tr>
<tr><td>Freshman</td><td>Sophomore</td><td>Junior</td><td>Senior</td></tr>
<tr><td colspan="4">*Student Teaching: Part of student teaching could be taken last semester in junior year.</td></tr>
</table>

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The Role of Students in the Governance of Colleges and Universities (Abstract)

Charles J. Harrington

To school officials in higher education, the issue of student participation in the governance of colleges and universities has become a central, unyielding, and quite often uncomfortably searing concern the last few years. In order to comprehend the thrust behind this challenge of school authority and to discern its direction, it is necessary to examine the role of students in the traditional framework of school authority, identify student discontents, and examine their actions in terms of interpersonal and intergroup responses to human encounters.

The governance of colleges may be divided into external and internal agencies. External agencies could include legislative bodies, state administration officials, Federal grant-awarding agencies, state coordinating boards, accrediting bodies, athletic conferences, foundations, private donors, and alumni. The governing board, the president, the administrative staff, faculty, students, and nonacademic staff usually comprise the internal groups.

Traditionally, formal authority in the colleges has been largely divided between the administration and faculty. The faculty has made decisions on the academic program. Students are often deceitfully led to believe that they have a legislative voice in the affairs of the college by serving on faculty-student senates, campus affairs committees, and other non-academic committees. Clearly, the role of the students--and

non-academic staff--has been minimal and subjective.

In this framework of authority, it seems most natural--although not necessarily or always rational--that dissent, disorder and disaffection characterize student quest for balance of power. Students are seeking a more responsive government because they feel the traditional mechanisms of campus government are no longer representative or appreciated. The idea of equality is a central concern to American youth.

It is a basic fact that each of us, in order to live his life fully, must feel the sense of personel worth which can come only from being accepted as an equal by those we meet in our daily lives. Save this acceptance of worth, we feel insecure, lack confidence, and find it impossible to realize a sense of fulfillment. When we find ourselves faced with those who by their actions and by their words treat us as, if we were of no account, as if we had no rights, interests, desires, and aims of our own, we become hostile, anxious, angry, and hateful.

People may contemplate, reflect, analyze, and plan in solitude, but behavior change and interpersonal learning take place in specific encounters with other persons.[19] The opportunity for this interaction must exist at various levels of institutional governance so that students, faculty, and administration can find enjoyment and satisfaction in the privilege of working for an ideal.

It is in the colleges and universities of the country that the wealth of talent lies for tackling the issue of contemporary society. The college youth of America have always been ahead of the rest of the country in suggesting liberal reforms, in accepting social change, in opening up their lives to new possibilities. However, the responsiveness to suggestions or the effectiveness of reform are not often treated in a humanistic manner. Obviously, this weakness is what prompts Moment and Zaleznik to state that "the disease of higher education in America is that it is overorganized, dehumanized, and fairly boring. It deals with human problems by turning them into textbook problems."[20]

Reflecting back on the statement of student concern for equality, it is apparent that student actions are controlled, in measure, by their concern for education to become humanized - this at a time when societal values are being continually supplanted and transformed. It is also apparent, that, in this humanizing process, some of the most venerated concepts, practices, and traditions of an institution will be altered or abandoned.

External forces such as changing attitudes, expanding enrollments, and faculty disaffiliation also spawn student unrest. These irritants plague the entire society and will require fundamental changes in our major institutions. According to Corson, some of these dilemmas are:

1. increased population and wealth have produced some basic changes in attitudes among people. The traditionally accepted value system no longer exists.

2. the young are demanding a reordering of national priorities.

These concerns (Vietnam War, lack of housing, conditions of the cities, the inadequacies of the wefare system, the high cost of medical care, persistance of inflation) are not superficial issues. Rather, they are expressions of new expectations for our society created by its own success.

3. there is an attempt to forge a modernized concept of human dignity (education and housing opportunities).

4. students are establishing expectations of a livable environment (crime rates, pollution, consumer protection).[14]

On the subject of expanding enrollments, Bruno Bettelheim offers another insight into student behavior.[6] He states that the push for everyone to go to college has brought an incredibly large number of students into the schools who do not find their self-realization through study or through the interaction adventure. However, they still need to find their early manhood or womanhood. It is this need which constrains the students to try to change the institution to something where they can find it through engaging in an active battle against established order or all of society.[6] This active battle does not entail study or research, as the militant is primarily interested in engaging in political battle. Further, Bettelheim states that rebellious students are essentially guilt-ridden individuals (all the advantages they have had, exemption from draft, etc.).[6]

Many areas of political encounter between students and the existing order have been identified. The most prevalent of the specific issues on campuses that had violent protest involved:

(1) instituting special educational programs for disadvantaged or minority groups

(2) allowing greater student participation on committees

(3) changing institutional disciplinary practices

(4) challenging apparent administrative indifference or inaction to grievances

(5) an off-campus issue such as the Vietnam War.[1]

In governance, most student proposals envision a reduction in the authority of administration and state boards, and a corresponding increase in student power through joint committees that will have control over most of the institution functions.

One of the curious aspects of the controversy over governance is that it is couched in terms of rights of individuals and groups, not in terms of the soundness of decisions. It was stated recently in a speech by Howard Bower, former President of the University of Iowa, "that in some ways, the current discussion of power in the university proceeds from a false assumption, namely, that some of the groups have not had power or

influence in the past. All have had substantial power whether or not formal structure, if it existed."[10]

Students, faculty, administrators, trustees, - all must recognize their necessary interdependence and commitment to the shaping of ideals, and attitudes. They must consider matters from the point of view of the welfare of the institution as a whole, not from the standpoint of a particular interest group. To help define the role of students in this governing framework. the following recommendations of the Special Committee on Campus Tensions are listed:

1. Students should be given substantial autonomy in their non-academic activities, but should also participate in matters of general educational policies, especially in curricular affairs. They should serve in a variety of roles in committees: (a) in some non-academic areas they should have effective control, (b) in general education policy they should have voting participation, (c) in others, they should act in an advisory or consultative capacity.

2. As institutions give up policies of in loco parentis, students must develop a more effective self-government.

3. Colleges should regularly review their practices regarding such matters as the confidentiality of information about students and the privacy of student living quarters.

4. Students need to be made aware of the institution's decision-making process.

5. Students must recognize and respect the rights and privileges of their fellow students.

6. To a very great degree institutional functioning depends upon the voluntary self-discipline of the students.

7. Students rightly expect administrators to exercise leadership.[1]

The Special Committee findings also revealed that campus conflict sometimes arises from a confusion of three questions: (1) the substance of a particular policy: What is it?; (2) its validity: Is it a good policy?; (3) the process by which it was made: Who decided it?[1] An all college or university council comprised of the various interest groups appears to be an effective instrument for productive interaction, direct dialogue, and direct attacks on institutional concerns. Also, it might be desirable to involve graduate students at the Board level to assist Board members in research activities for which they would receive academic credit, such as thesis credit. Finally, it seems advisable that a governor's Student Advisory Committee be formed consisting of a representative group of students from state colleges and universities to serve as a voice of responsible student opinion. No doubt this expanded system of governance could be an instrument of educational reform.

In summary, it may be stated that the role of the student in the

governance of colleges and universities should be one in which he feels a sense of personal worth precipitated and sustained by the coaxial and coeval student-university input-output ideal and by his legislative contribution as a member of the student-university group.

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The Design and Trial Runs of Instruments for Analyzing Seminars: Affective Domain (Abstract)

Dawn Narron

Some purposes of the Project

For the past two years the author of this paper has been a co-director of a pilot program in teacher education. That program was designed to implement not only the more typical aspects of a professional semester,

but also, on a regular and continuous basis, individual and/or group counseling and a weekly seminar. (See Program Model in Appendix A.) The seminar is the facet of the program with which this project is directly concerned.

Several qualities or characteristics of the seminar provide unique opportunity for analyzing the process of "teacher-becoming." First of all, the seminar places the student in the place of prime responsibility for its direction, content, and objectives. From the first session to the last the students are aware that the seminar is theirs. It appears, therefore, that the seminar would offer singular and significant reflections of the thoughts, feelings, needs and attitudes that are developing, changing and becoming part of the student during this time.

One of the major purposes of this project is to develop a tool or a set of tools by which analysis of student's thoughts, feelings, etc. can be facilitated. It is hoped that such analysis can be subsequently applied in modifying and developing programs which will have meaningful and productive impact on teacher education.

Secondly, the seminar has an integrating and interactive quality. It serves as a point of contact and communication throughout the semester between and among the Center students, instructors, supervisors, counselors, cooperating teachers; and other school personnel, student teachers in other programs, various university personnel, professional association leaders, and others. It would seem, therefore, that the seminar would provide a fertile field of clues and insights for identifying and understanding the phases, peak experiences (and pit?), and some of the contributing components of the teacher-becoming process. A major outcome of this project, in a long term sense, is a comprehensive description and delineation of these facets and an attempt to define what has been termed here as the "teacher-becoming process."

It is believed that a thorough analysis of the seminar for diagnostic and descriptive purposes is especially appropriate because of its special emphasis on the affective domain as it interacts with the cognitive dimensions in the overall growth and development of human beings. Believing that "professional teacher education must be an intensely human process designed to involve the student deeply and personally" as Combs (1965:28) has so succinctly stated it, the author of this project purports to undertake this kind of analysis to the end that a better program in teacher education can be built.

If this study can initiate or facilitate actions which will help in the alleviation and elimination of barriers and threats that limit and/or militate against the potential for such human and professional growth; if this study can supply data and support for new directions and opportunities for exploration and experiential learning in teacher education; if schools can be helped to more fully become laboratories for trying, failing, modifying, trying once more--where students can be encouraged to "mess with stuff, develop and test ideas, then to mess again with stuff and ideas" in the Suchman sense; if the results of the proposed analysis will help build programs which will encourage and value differences and personal choice-making and will generate and sustain respect

and admiration for those differences and decisions--then it will have achieved its ultimate purpose.

The purposes of the project, thus, may be summarized as follows:

1. To attempt to identify components of the teacher-becoming process

2. To develop a tool or set of tools to analyze seminars at selected intervals throughout a professional semester

3. To develop a plan for application of the tool(s) to not only taped segments of the professional preparation program but to on-going situations as well

4. To apply the results of such analyses to the development of a working-model and theory regarding the teacher-becoming process

5. To apply the results of the analyses and theoretical bases and working model to curriculum development at all levels, in public schools as well as the university.

Rationale and Support for the Study

There is much in current literature which lends credence to the position taken by this author that if given opportunity to express ideas and feelings and to assume responsible participation in selecting goals and the means for achieving them, students will experientially learn and grow as becoming-teachers.

This study, with its limitations at present of a three week time period and in a context of workshop requirements, does not purport to include a complete review of the related literature. That will be an essential component of the final report of this work, but it must be considered a future effort not one to be fully achieved at present.

For purposes of this project the author has chosen instead to include a beginning compilation of what appears at this time to be significant quotations. It is expected that this will be a valuable resource for documenting the final product or products resulting from the anticipated analyses and continued study of this problem.

At this point Dr. Narron included numerous brief quotations relating to the project. Because of space limitations of this report it has been necessary to omit these references.

Procedures and Progress of the Project

Recognizing that "every profession which deals with human beings must make its most important decisions on the basis of judgments which cannot be set in numerical order" the author of this project submits the following summary of activities undertaken and an initial attempt to assess the kinds and amount of progress noted.

Instrument design. This task was undertaken in several ways; these include the following:

1. Listening to samples of taped segments of seminars to note

possible components and foci.

2. Reviewing some of the recent literature related to teacher education which emphasizes affective as well as cognitive dimensions.

3. Sketching out some possible instrument designs based on listenings and readings.

4. Trial runs of instruments on selected tape segments.

5. Discussion of instrument designs with Dr. James McElhinney, Ball State University (considered expert in curriculum study and evaluation as well as in instrument design.)

6. Continued trial runs; focusing on use of simpler designs.

7. Continued refinement of the more complex designs (temptation to "dump these" as was moderated by Dr. McElhinney's encouragement to keep working at them.)

Program Building and Modification

This aspect of the project is ongoing and supplementary to the instrument design objectives. In addition to providing fodder for reflection and new ideas for implementation in the next semester of the Center program, the preliminary data and study activities have been generating some possible revisions and additions to the handbook. A section dealing with the seminar is presently being prepared by this author with the intention of submitting it to the other director of the Center program and to our department chairman for consideration and possibly for use in the coming semester.

Some effort has been given also to the development of some ways to involve cooperating teachers in the continued use and testing of the tentative instruments developed these past two and a half weeks. Initial development of ways of incorporating these ideas in a graduate course during the coming semester has also been undertaken. It is assumed that these activities will be matters of continuing interest and study in the days and weeks following this workshop.

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Building Better Relationships Between the College and the Public School (Abstract)

Robert Oas

Teachers colleges provide at least a potentially effective vehicle

for utilizing scarce human and financial resources to reap some of the benefits resulting from an emerging post-industrial age. These institutions have built in avenues through their student teaching and other laboratory programs to be in direct contact with the public schools, and indirectly with surrounding communities.

No aspect of public education has been sheltered from the critics' pen or voice.(1) Many critics have suggested that the logical starting point for improvement of educational conditions is the training institutions. Of utmost significance to the preservice training of teachers is the student teaching experience. This dimension of the teachers training directly involves the public school which supplies the facilities and personnel to support the program. School boards are concerned because improved teacher education curricula hopefully leads to improved personnel for teaching.

The previous statements suggest a dual responsibility for the training of teachers and the utilization of existing resources to the fullest. It is essential that the lines of communication be open to promote understanding and a climate that will encourage cooperative working in this immense endeavor. A review of recent literature of this topic provides some views that appear to have merit for consideration; theoretical and practical aspects, and the role of the cooperating teacher and the college personnel.

Many students have the impression that theory exists only at the college level and that practice exists only at the classroom level. There is a need to bridge this gap and promote a better prospective for the student teacher. Seminars in the public schools involving public school and college personnel along with the student teachers helps to cement the relationships of the two institutions. It provides an opportunity for the professionals of both institutions to explore and exchange ideas. One study that involved students in curriculum and methodology seminars while student teaching stated:

> The greatest value appeared to be the successful wedding of theory and practice, which was accomplished by relating the activity in the curriculum class with student teaching.(3)

Cooperating teachers that were involved with this program stated that they favored this kind of activity with student teachers over the traditional approach. They felt that they gained through the participation in the seminars with the college personnel and student teachers. The cooperating teachers appeared to be convinced of the need of the partnership in the training of teachers.

It is regrettable that teacher education institutions are perceived as ivory towers that seldom say anything that has classroom utility. The instruction viewed in many methods courses is too often contradictory to the innovative practices being advanced. On the other hand, many practicioners in the public schools differ in ways that are critical for the training of prospective teachers. The quality of instruction, currency of their training, and their degree of professional commitment present significant variables. Too often, classroom control and organization

have higher priority in their view than innovative practices.(2)

The cooperating teacher probably represents the most influential and threatening master. This classroom teacher unwittingly shapes the behavior of the student to that which has "worked for her." The procedures that they use are too often administratively efficient but psychologically or academically unsound.

The locus for implementation of current trends to reflect the recent and research-based learning strategies is not the college laboratory school. Real sound teacher education programs must be centered in schools with realistic communities. There are unique demands on the school program if it is to prepare prospective teachers in an atmosphere that lends itself to the development of a new and innovative breed of teacher.

The opportunity for the college personnel to be in the public school setting and work with the student teaching in the classroom promotes a more practical approach to the prospective teacher. This also helps break down the resistance to change on the part of cooperating teachers. Classroom teachers can be made aware of current trends and the validity of research evidence which may not characterize many public school practices.

It would appear that if the educational system is to improve it will necessitate the improvement of school personnel. To effect improvement in personnel, the teacher training institutions must explore the avenues available and deal with the fact that the student teaching experience probably has the greatest impact on the teachers effectiveness with students later in his professional career. If it is assumed that the cooperating teacher provides the greatest influence on the prospective teacher, then the working relationship between the college and public school must be enhanced. Public school teachers will need to accept a professional responsibility for the training of the teachers of the future along with the training institutions.

> It is not suggested that massive action in this direction be taken at once. However, it is strongly encouraged that such experimentation begin. To do otherwise is to abrogate professional accountability for the future.(2)

Student teaching in its fullest sense suggests a continuous exploration of educational possibilities under varying conditions. To promote this kind of activity, an objective and many sided approach should be provided. The student teacher as a member of a team in the local school situation has an opportunity to examine what functions in the actual learning situation. The clinical professor from the college can suppliment the activities of the prospective teacher with a theoretical base and make suggestions of alternatives that may be available to him.(5) Common planning sessions need to be provided so that the student teacher can develop better understanding of the psychological reference at his disposal. It is at this point that the novice starts to acquire a "feel" for the students and becomes aware of the individual needs that prevail. It is this "feel" on the part of the student teacher that suggests that the activities provided should be in light of the students needs to enhance the development of the learning skills desired.

The collaboration suggested above is not always available because of many varied factors:

1. Not enough time for college personnel to be effective.

2. Larger numbers of student teachers and a shortage of qualified cooperating teachers.

3. A lack of understanding on the part of cooperating teachers about the types of experiences needed for student teachers to grow.

4. Course work not relevant to present day teaching.

5. Schools out of tune with college educational theory.

6. Schools and colleges blaming each other for the poorly trained personnel.

7. Militancy on the part of the professional bargaining groups.

Some real advantages are available through a cooperative effort between the schools and colleges. A list of the broad areas follows:

1. The instructional unit (or team) arrangement permits differentiated teaching roles.

2. Aides from local community could assist in keeping team oriented to community concerns.

3. College personnel could work with student teachers to help work out programs for the children.

4. Opportunity for college students to work in ghetto schools to improve educational programs there and also promote recruitment for these areas.

5. Operational research can be conducted.

6. An opportunity to provide time for special planning needed to fulfill the needs of the children.

A real commitment is needed to sustain a program such as the one previously described. This commitment must be a many sided "animal" if it is to function properly. The different elements that must operate in this arrangement are the college, the public school and the professional teachers. The college must be willing to provide enough personnel so that the time needed to work with the student teachers is available. The college personnel must also have sufficient time at their disposal to be able to work with the public school staffs. The public school must be committed to the point that they are willing to arrange lighter teaching loads for the staff that assume this responsibility. It is not just a case of pr iding facilities for student teachers. The public school will also provide an avenue for experimenting with new ideas and an atmosphere that encourages creativity on the part of the teaching staff.

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* * * * * * * *

I Am An Indian

Mildred Olson

Born here ages before the white man
Came we had the entire country to ourselves,
Its lakes, streams, forests, mountains, and
Game of all kinds. We were a happy and carefree
People. Our school was the great out-of-doors,
And Mother Nature was our teacher.

We saw the Great Spirit in the starry heavens--
His painting in the glories of the sunset,
We loved the green carpet of the plains
Decorated with colors of countless flowers,
We worshipped Him in the majesty of rugged
Mountains topped with snow, in the sun and
Moon, and in great animals like the bear, and
Birds like the eagle. He was everywhere.

We wondered about Him when lightning flashed.
We trembled when we heard His voice in the boom
Of the thunder. We were touched when a star fell,
And bewildered when meteors sprayed the sky with
Fire and even once we saw a long-tailed comet
Which we did not understand.

Then the white man came.

--from Indian Lore (Lamb and Schultz)

They have been conquered, exploited and nearly exterminated. They are few in numbers and the poorest of the poor today: captives of a great nation both embarrassed and annoyed by their plight. Their men die today at the average age of 44. Their median income is $1,500 a year. Their unemployment rate is 40 percent. Their young men and women commit suicide at a rate three times the national average.

They are the American Indians. One Indian says, "black people hated to be called boy. We are treated like children all our lives."

The people now described as Indians came to the North American continent between 13,000 and 38,000 years ago. It is believed most of them followed herds of animals across a great plain formed during the last ice age which spread from Siberia to Alaska. In 1492, moreover, it is believed that there were more than eight million Indians on the land forming the continental United States. They were hunters and farmers. And they spoke more than 300 languages which broke down into thousands of dialects. Then came Columbus. Thinking they were natives of India, he called the native Americans "Indians." The name "Indians" continued to be used when Europeans referred to the natives. And less than four centuries later, the millions of Indians had been nearly wiped out. In 1850, fewer than 250,000 were left.

Today, there are more than 425,000 Indians on reservations alone. The Bureau of Indian Affairs estimates there are about 600,000 in this country, but others estimate their number as high as a million. There were 550,000 Indians counted in the 1960 census. And until the 1970 census the Indian population can only be guessed at; however, the figure 800,000 is probably close to the mark. And because of the increasing birth rate, the Indian population is the "youngest" of any group. The average age of the Indian today is 17 years. Clyde Bellecourt, a Chippewa and director of the American Indian movement based in Minneapolis, estimates that 70 percent of the Indian population is under 30.

Obviously, this younger Indian is more impatient than his elders over the rate of Indian progress. And the BIA, which was set up in the War Department in 1824, is coming under considerable examination. Through the BIA, a web of regulations, congressional acts, federal court decisions and treaties were set up entrapping the Indian into total acceptance of "what was good for him." For example, Indian children were - and are - sent to boarding schools, often hundreds of miles from home where only English was spoken and where some teachers were so insensitive to the Indians that essays were assigned with themes like: "Why we are glad the Pilgrims came to America." Today, 36,263 Indian children are still enrolled in 77 BIA boarding schools. These children receive food, clothing, and housing for nine months a year. But the average Indian goes to school for only five-and-one-half years!(9)

"INDIAN EDUCATION -- A NATIONAL DISGRACE," said George D. Fischer, NEA past-president and the Honorable Walter F. Mondale, United States Senator from Minnesota. Senator Mondale is a member of the Senate Subcommittee on Indian Education. Mr. Fischer added that Indian education is in a deplorable mess. The dropout rate among Indian students is twice the national average. And many are two or three years behind white

children. Moreover, the Indian child falls progressively behind as long as he stays in school. And then Senator Mondale stated that after the Indian children's education was taken from them by the federal government, their literacy rate declined tremendously. Today 40 percent of adult Cherokees are functionally illiterate in English; only thirty-nine percent have completed eighth grade. Mondale further pointed out that Dr. Karl Menninger and other top psychiatrists say that Indian children have one of the lowest self-images of any group in the country, perhaps the lowest. For example, the Navajo children in the BIA elementary boarding schools have the highest anxiety levels he has ever seen. And Mondale said that the Indian teen-age suicide rate is many times the national average. Fischer added that perhaps these teen-agers had been rejected by their own people and by the white people. Since many of the Indian children are sent away to BIA boarding schools at five years of age, they become culturally deprived in their own culture, language, and customs. Furthermore, the schools are inadequate, so that the Indian students don't develop in our culture. In other words, they can't go home, and they can't join the community. They just fall between the cracks. Fischer stated that the "human wreckage we've developed over the years must prove that our system of Indian Education is one of the worst in the world." He also said that the combination of the reservation system and the kind of school Indian children have attended has destroyed the Indian Youngster's self-respect. Fischer denounced the BIA Civil Service Roster for teachers, and the method which the BIA uses in its assignment of teachers. Many of these teachers do not have the special preparation they need to do a good job of teaching Indian children. And the BIA has never established any adequate training program of its own.(8)

The Special Subcommittee on Indian Education, first headed by the late Senator Robert F. Kennedy and then by his brother, Senator Edward M. Kennedy, confirms the nation's worst fears about Indian education. The subcommittee report states "the present organization and administration of the Bureau of Indian Affairs school system could hardly be worse. What's more, teachers and administrators in federal Indian schools still see their role as one of civilizing the native." The subcommittee (13) found a "grossly inadequate BIA budget for education, very unsatisfactory instruction in schools, and parents with practically no control over the education of their children." Of 226 BIA schools, the subcommittee located only one that is governed by an elected school board. "The white man's school often sits in a compound completely alien to the community it supposedly serves."

The subcommittee also discovered that the environment at BIA schools is "sterile, impersonal, and rigid, with a major emphasis on discipline and punishment, which is deeply resented by the students." Moreover, the subcommittee's report, Indian Education: A National Tragedy--A National Challenge, reveals that more than 7,000 Navajo children ages nine and under, are placed in boarding schools which are "emotionally and culturally destructive" for the children and their families. "Drunkenness, child neglect, drunken driving, high accident rates, and an increasing suicide rate are characteristics of the first generation of Navajos who attended these schools. Moreover, the subcommittee report states that most of the nineteen off-reservation boarding schools "have become dumping ground

schools for Indian students with serious social and emotional problems." And in all BIA schools the ratio of guidance counselors to students is one to 600.

The Special Subcommittee on Indian Education asks for a national policy committed to achieving educational excellence for Indians, sufficient funding, and Indian participation and control in education programs. Its specific goals include: 1) full-year preschool programs for all Indian children between the ages of three and five, and education programs for all Indian adults, since less than one-fifth of them have completed high school; 2) a White house conference on Indian affairs; 3) a permanent Senate Committee on Indian needs; 4) a comprehensive Indian education act; 5) t' expansion of bilingual programs; 6) the creation of a National Indian Board of Indian education with the authority to set standards and criteria for the federal schools; 7) the establishment of local Indian boards of education. Other recommendations include: there should be an immediate effort to develop "culturally sensitive curriculum materials and to promote teaching as a career among Indian youth; the BIA should hold the public schools accountable for the education of Indian students transferred from BIA schools; the elementary boarding schools should be replaced by day schools; the HEW should investigate reports of discrimination against Indians in public schools receiving federal funds. And at the college level, there should be more scholarship programs for Indians and a graduate institute of Indian languages, history and culture; and material about Indians should be included in teacher preparation programs. (16)

In addition to the committee recommendations, Senator Mondale suggested that the ideal teacher for an Indian child is someone from the same culture -- preferably a bilingual teacher. He further recommended increased Teacher Corps personnel in Indian schools. He concluded that incentives should be provided to encourage more Indians to enter teaching. (8)

Richard W. Crary (6), on the other hand, attacks the curriculum. He says that the curriculum is replete with instances of conceptual reversals. Some of these conceptual reversals have been almost standardized in the schools over the years. For example, in the first grade the white child may study Indians and indeed play at being an Indian for a time. Later, the same child may see the Indian as an antagonist, cruel and treacherous -- a "dirty redskin" in the Hollywood tradition; subsequently, he may sentimentalize the Indian as a "noble savage." Finally, he may see him as a victim of a harsh social process and of the white men. And all the way, he may see him on television in psychological horse operas as a tormented being complete with complexes and traumas. If and when he ever meets a "real" Indian, he will be utterly confused by this maze of images and seldom be able to perceive him in his reality.

Crary adds that Indian life and culture was and is complex. He suggests that it should be the concern of the school that the students at all levels be exposed to anthropological and historical consistency so that they may develop a sense of reality, and a base for meaningful attitudes.

Mr. Dale Little Soldier, who spoke at the North Dakota Human Relations Committee Meeting, on April 25, 1970, said that he felt people often lack sensitivity to the feelings of minority groups. He mentioned white domination of the BIA, and he expressed dissatisfaction with the North Dakota Director of Indian Affairs. He also discussed the negative self-image the Indian has. He felt that history courses contribute to this. But he praised Dr. John F. Bryde, University of South Dakota, as a leader in Indian Education.

Bryde in his work "A Rationale for Indian Education," (3) states that we have assumed too long that by offering the Indians the non-Indian American Educational system, with its built-in reflection of the values of the non-Indian dominant culture, these non-Indian values would motivate the Indian student to the perceived desirable goals of the dominant culture, namely, upward social mobility. But he adds that the national Indian dropout rate is 60 percent, which would seem to indicate that Indian students are not responding to the system of rewards and punishments in the non-Indian culture, and that their cultural needs are not being met. In addition, recent research has shown that mental health problems are increasing among Indian students in proportion to their daily confrontation with the non-Indian culture, especially in the school, where the main contact is made. This value conflict has caused serious problems of identification for the Indian youth, resulting in alienation and anomie, not only from the dominant non-Indian group, but also from his own Indian group as well. Therefore, Bryde recommends that the students should be educated first of all in their own value system, in order that these values, operating at the unconscious level until examined, can be brought to the conscious level to enable them to understand their behavior and to be able to utilize these values for motivation for self-fulfillment -- first of all within their cultural context and then within that of their larger society.

Some Implications for Teacher Education:

More prospective teachers must be actively recruited from our minority group. In order to help provide from the minority group some of the teachers who are so urgently needed, NEA (17) recommends:

> That education students who are practice teaching or serving internships in minority-group communities be equipped and encouraged to discuss with gifted young people and their parents the advantages of and possibilities for a career in education. They should be familiar with the admissions standards and available financial assistance for teacher education in their own and other nearby colleges and universities.
>
> That standards for admission and financial assistance be so structured as to recruit minority-group students into teacher education.
>
> That special effort be made to advise minority-group education students about the advantages of specializing in areas of rapidly increasing demand, such as kindergarten, vocational-technical, and junior college teaching.

Experienced teachers must be provided with skills in human relations and in teaching minority-group children -- and with the opportunity to keep these skills up-to-date. NEA recommends that teacher education institutions, in cooperation with education associations, obtain federal or foundation grants to provide teachers in service with--

> Knowledge necessary to work with specific groups, particularly groups that are well represented in the geographical area; e.g., institutions in the Southwest should provide courses in bilingual education for Spanish-speaking children.

Future teachers must be specifically trained in human relations and to develop healthy attitudes toward themselves and their students. NEA recommends that teacher education programs test the attitudes of potential educators toward children, particularly minority-group children, and provide extensive counseling to those who lack the attitudes necessary for successful teaching. All teacher education programs must accept as a major goal the graduation of beginning teachers who fully respect the dignity and potential of every child.

Future teachers must have the opportunity to learn the specific skills they will need to work with minority-group children, and prospective teachers for predominately minority-group locations must be actively recruited and given special training. The general preparation should include--

> Practice teaching and internship experiences selected to provide intimate knowledge of minority-group children.
>
> Instruction in the best teaching methods known, in techniques of creative approaches and experimentation, and in the creating of valid tests of classroom learning.
>
> Preparation for teaching on integrated faculties and in integrated classes.
>
> Courses to give the student insight into the attitudes and societal structure of minority-group children, including sociology, social psychology, and the history of the various minority groups in America.
>
> Those preparing to teach in a culture which they do not understand will also require specialized courses. Colleges in regions with large minority-group populations, in particular, must offer courses appropriate to their locations, such as Anthropology for prospective teachers in Indian schools, and the languages or dialects spoken by the children the student is preparing to teach.

An Indian Version of the Twenty-Third Psalm*

The Great Father above a shepherd chief is. I am His
And with Him I want not. He throws out to me a rope
And the name of the rope is love and He draws me to
Where the grass is green and the water not dangerous,
And I eat and lie down and am satisfied. Sometimes my
Heart is very weak and falls down but He lifts me up
Again and draws me into a good road. His name is
Wonderful.
Sometime, it may be very soon, it may be a long, long
Time, He will draw me into a valley. It is dark there,
But I'll be not afraid, for it is in between those
Mountains that my heart all through this life will be
Satisfied.
Sometimes He makes the love rope into a whip, but
Afterwards He gives me a staff to lean upon. He spreads
A table before me with all kinds of foods. He puts
His hand upon my head and all the "tired" is gone.
My cup He fills till it runs over.
What I tell is true. I lie not. These roads lie not.
These roads that are "away ahead" will stay with me
Through this life and after: and afterwards
I will go to live in the big tepee
and sit down with the
Shepherd Chief forever.

*--from Indian Lore.
Lamb and Schultz.

> My own view of history is that human beings do have genuine freedom to make choices. Our destiny is not predetermined for us; we determine it for ourselves. If we crash, it will be because we have chosen death and evil when we were free to choose life and good.
>
> --Arnold Toynbee.

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The Few or the Many
(Abstract)

Mildred S. Olson

Probably the essence of good taste in human relations consists in consideration for the convictions and feelings of others. The Harvard Committee on General Education has pointed out the importance not only of the diversity of interests and abilities of individuals but also of "the binding ties of common standards." It asserts that the program of "education in a free society" must plan for human diversity and unity, for "the thousand influences dividing man from man and necessary bonds between them." Therefore, it follows that an understanding, appreciation, and respect for those who differ from ourselves, and for the specific ways in which we differ from them, is an essential element in education.[2]

The educator who insists that his school is free from racial stress is usually engaged in wishful thinking; perhaps he has not probed deeply enough into the emotional stresses of the pupils to discover the adverse influences affecting their personalities. Furthermore, psychologists have shown that children, before they reach school age, may and do "catch" the intergroup fears, suspicions, biases, unfriendliness, and prejudices that permeate the home and neighborhood.[1] Children of minority groups who suffer disfavor in society are already deeply conditioned by such influences by the age of six. On the other hand, children of the dominant culture also suffer personality arrest, though of a different kind, because of the reinforcing sense of social superiority they absorb from their parents and adult friends.[5] Moreover, Cole asserts that these hurts and embarrassments, conceits and prejudices, hostilities and rejections, so powerful in shaping the quality of personal character of the adult citizen, are human liabilities to which the educator must give primary attention.[3]

M. F. Ashley Montagu, looking at the basic function of public education, also confirms the central place human relations should hold in a philosophy of education, stating that:

The next great step which he fuses in the future of human education is the redefinition of its scope as the development of the organism potentially human in the science and art of being human, the remaking

of our institutions of instructions in the 'three R's' are made part and parcel of the process of education in human relations, in humanity. For unless these "subjects" are humanized, of what further use can they be to mankind?[7]

Stewart G. Cole, moreover, cites four social forces, only one of which is corrective, which are contributing to the formation of a philosophy and program of intercultural education in this country. They include:

1) the increased knowledge that the social scientists have provided as to how racial and cultural group membership influences the thought, motivation, and behavior of persons;

2) the rising sensitivity of democratic citizens to the dangers of unrestrained prejudice, discrimination, and segregation;

3) the growth in educational theory to include the principles of depth psychology and intergroup dynamics, leading to an improved approach to the teaching of subject matter and classroom management; and

4) the revolutionary world situation in which the agents of democracy and totalitarianism struggle for supremacy profoundly testing the qualities of citizenship essential to the establishment of democratic human relationships in this country as well as elsewhere on earth.[4]

These forces are consequential elements in the American scene. Furthermore, as scientific knowledge spreads, democratic sensitivity grows, new educational skills are acquired, and ideological strains increase, each will play a part in the basic reconstruction of the concepts and principles of education for human relations; they will affect every stage of teaching, learning, living, and thinking, from childhood through adult life. Educators, therefore, in implementing these principles, will deal with some of the most meaningful events of this era.[5]

To assist educators, the National Education Association and its several divisions of professional interests have developed and have made available various bulletins and directives relevant to human relations:

1) "A Time for Action," a handbook for establishing state and local human relations machinery;

2) "The Melting Pot, the Mold and Resultant Rejects," from the National Conference on Equal Educational Opportunity;

3) "To Help Answer the Cry for Human Rights," (this bulletin explains NEA's Human Relations Center);

4) "The Mountains are Moving," from the sixth NEA National Conference on Human Rights in Education: Equality of Educational Opportunity for Children of Appalachia;

5) "Las Voces Nuevas del Sudoeste," Symposium: "The Spanish-Speaking Child in the Schools of the Southwest." Third National NEA-PR & R Conference on Civil and Human Rights in Education;

6) "Increasing the Options for Wholesome Peer Level Experiences Across Racial, Cultural, and Economic Lines," Highlights of the Eighth National Conference on Equal Educational Opportunity, Washington, D.C., February 19-21, 1970.

These materials may be ordered from: NEA Human Relations Center, National Education Association, 1201 Sixteenth Street, NW; Washington, D.C. 20036.

Dr. Gardner Murphy, at a Boston Meeting of the American Psychological Association, offered six "good hypotheses" having to do with human relationships:

1) Those who enjoy warmth and affection in early childhood tend thereafter to seek and maintain stable and satisfying relationships; 2) Those who in early childhood are encouraged to identify with a wide variety of personalities of widely differing cultural backgrounds will later tend to accept and get along with a wide variety of adults; 3) Those who are free from insecurity and personal threat will tend to show, toward those who suffer, the "primitive kindness," and "primitive sympathy," while those who live in the shadow of insecurity will have little emotional freedom to come to the support of others; 4) Those who, as children, get practice in tolerance and cooperation will show some transfer effects in adult situations; 5) Those who, as children, are rigid and authority-ridden will cling most stubbornly to the suspicious attitudes which already characterize an authority-ridden world; 6) Human relations will almost automatically be better if new ways of perceiving one's situations can be made available, not too solumnly but with zest and humor, through stories, skits, movies, or better still, actual games, parties, work projects. As the therapist would say, the person may be assisted in a friendly manner to see himself and his associates in an accepting way, parking his defenses and especially his sense of guilt outside the gate -- perhaps reliving with Socrates the conception that evil is a form of misunderstanding, or repeating with Jesus the phrase:7 NEITHER DO I CONDEMN THEE.

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Human Relations in the Selection of Students in Teacher Education (Abstract)

Earl Shearer

What responsibilities are attendant to the selection of students for teacher education and what criteria are applied in that selection?

The Right to Select

The right (of institutions) to select persons to be admitted to preparation for teaching and eventually to the profession is seldom questioned today. However, assumptions regarding the ability to select with reasonable assurance of success those persons who will effectively discharge their responsibilities in the increasingly diverse situations in schools and colleges is being questioned. The entire profession does not participate in the process. Convictions and responsibility are vested with a small segment of the profession. Selection of those best fitted for professional service to society can be justified at all times.

Assumptions Regarding Reasons for Selection

1. Teachers must develop an educated citizenry and train manpower for all other professions and occupations essential to our culture.

2. An overriding assumption supporting selection in the teaching profession is that the quality of teaching in our schools is of first importance to the preservation and evolution of a democratic society.

3. The selection process must function so effectively that the public and the profession can be certain those who enter the profession are qualified to assume full responsibility.

4. The profession has a right to expect its new members to be well qualified.

5. Members of a profession must themselves be well qualified in order to determine standards and program processes of education.

6. New members of the profession have a right to expect that acceptance indicates that they are well qualified and have not been the victims of poor guidance.

7. Each state is responsible for official recognition that there are bases for selection of competent teachers.

8. A competent teacher is a reasonable expectation for each student and every parent.

9. Not all people possess qualities of and abilities demanded by teaching.

10. The teacher is an important influence on the learning process.

The Ability to Select

The criteria of identification and selection are many. Selective processes may be classified into four categories:

1. Efforts to identify good teachers and thus identify the qualities which may be predictive of effective teaching as these may apply in the preparation program.

2. Identification of characteristics which, when fostered and developed, may be supposed to result in the preparation of effective teachers.

3. Selective admission and retention programs and their apparent effects in specific institutions.

4. Selective admission and retention practices in general.

Cook and Leeds stated in 1947 that it is possible to measure teaching personality with a high degree of validity.[4] Any program of selection is subject to human error. Selective judgment however may result in the exclusion of some individuals who would make good teachers and inclusion of others who would not.

The Responsibility to Select

Responsibility for selection rests with all segments of the profession, including elementary, secondary and higher education teachers as well as administrators who share the responsibility for continued evaluation throughout the careers of its members. The community or state as represented by the administrative staff is responsible for attracting and retaining qualified personnel in the schools and colleges. In communities and colleges where effective teaching is respected, more capable young people become interested in becoming teachers and capable teachers remain to discharge their responsibilities with merit.

Assumptions in the Selective Process at the College Level

If the college is to attest to personal and professional competence of the individual seeking admission to the teaching profession it must be assumed that:

1. Abilities and characteristics desirable in teachers can be stated.

2. Abilities and characteristics can be identified and measured with a reasonable degree of certainty.

3. The college can provide a sequence of selection points and adequate control of the program.

4. The college can provide for the evaluation of students preparing to teach and also provide for self evaluation by the student.

Criteria for Selection

There perhaps is no single "teaching personality", but there are personality characteristics along with certain knowledges and skills which tend to maximize the likelihood of success in teaching. Minimum criteria which may be assumed as essential in the selection of all persons for teaching are:

1. Keen intellectual ability.

2. Concern for others rather than for self.

3. Character, attitudes, and action worthy of emulation by students.

4. Possession of satisfactory physical and mental health.

5. Possession of interest and self direction for scholarship.

6. Evidence of being or of becoming broadly educated.

7. A desire and ability to secure a comprehensive knowledge of that which he would teach.

8. Ability to guide learning and to control and give direction to learning activities.

Identification

The beginning of identification and selection of students as potential teacher candidates lies in the identification of capable young people in the elementary and secondary schools. Effectiveness in both oral and written communication, improvement of study habits, skill in note-taking and research are valuable for any high school student who is considering teacher education.

Every teacher has a guidance responsibility to do everything he can to help each individual be his own best self. The final choice to attempt to enter the teaching profession must be left to the student.

College Level Selective Processes

Studies made since the Stout study of 1953 indicate little change in attitude toward the importance of recommended processes which that nationwide study revealed. Respondents to the 1953 study emphasized such items as:

1. Evidence other than grades
2. Vocational guidance in high school
3. Recruitment and orientation
4. Specific criteria and periodic review
5. Objective measures of personality, and
6. Greater number of persons to judge admission, retention and recommendations.[12]

Student Characteristics in the Selection Program

Respondents of 785 colleges which were fully accredited and preparing teachers in 1953 were asked to rank the important criteria in selective admission and retention. The criteria were ranked in the following order:[12]

1. Emotional maturity
2. Communication
3. Basic skills
4. Moral and ethical fitness
5. Academic aptitude or intelligence
6. Academic achievement
7. Ability to work with others
8. Role in a democratic society
9. Health

Perception of Self

One of the purposes of an interview is to gain an estimate of the self-concept of the student. The individual responds to his environment in relation to the concept that he possesses of himself. A basic concept in the interview evaluation was insecurity. William Edson reported eighteen behavior patterns of insecure people and also noted thirteen examples of typical behavior patterns for the more secure person.[6] This study is particularly notable regarding selection into teacher education.

Perceptual Factors

The perception of children can be used in the selection of teacher education candidates. A candidate could be assigned to several classroom situations and the following day the students could complete a simple survey instrument which could be machine scored.

Beck identified five perceptual factors pupils use in judging teachers: 1) Affective - the approachable teacher; 2) Cognitive - the ability to communicate; 3) Disciplinary - the ability to maintain order; 4) Motivational - make children want to learn; 5) Innovation - variety in methods used.[1]

Conclusion

1. Selection is a human determination. Determination of the destinies of humans is an awesome responsibility and should only be undertaken after extensive study and research.

2. Selection of students for teacher education should be on the basis of established criteria.

3. Selection of students for teacher education should never be undertaken by only one person.

4. Selection of students for teacher education should be based upon continued research.

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Human Relations in the Student-Teaching Triad
(Abstract)

John Strouse

A triangle may be an exceptionally stable geometric configuration,

but it tends to be very unstable as a social arrangement. This situation is complicated by several factors when one considers the interaction operating among student teacher, college supervisor, and cooperating teacher.

A triad, as with any other group, remains viable only if all its members are united and if each mutually benefits from participation in such a group. In the case of the student-teaching triad its continued existence often depends a great deal upon organizational structure and a kind of negative cohesiveness, in the sense of avoiding disruptive interference with each other.

Anxiety, frustration, and even hostility may develop in student teachers who hold one set of beliefs about teaching when they are assigned to cooperating teachers who hold quite a different set. Typically, each member of the triad comes directly from two distinct systems. The student teacher and college supervisor come most recently from the academic atmosphere of the college where they have been concerned with cognition (often on an abstract and theoretical level). The cooperating teacher comes directly from the classroom where he has had an opportunity to integrate theory and practice into a workable arrangement. The student teacher may experience frustration, at first, as he attempts to adjust to the different demands placed upon him. Often he is inclined to cast aside theoretical considerations to which he was exposed in college and operate on the basis of lower conceptual structures. Interpersonal conflict among group members may often increase as a schism in conceptual structures begins to appear.

The degree of commitment each member of the triad brings into the situation will have a profound effect upon group working relationships. The student teacher's and college supervisor's fulfillment of purpose requires that there be a functioning triad. Because of the occupation of the college supervisor and the purpose of the student, the student-teaching experience represents their primary purpose. However, the cooperating teacher who already has primary responsibilities for his students, will find himself sharing in the cost of this endeavor without the hope of a reward commensurate with the responsibility.

Group cohesiveness is influenced by the clarity of the goal established by and for each group. The student hopes to learn principles of pedagogy and find satisfaction in working with pupils. In addition, his goals may include favorable grades and references and, in some cases, mere survival. Each leader desires satisfactory progress in the student's development in terms of his own perceptions of effective teaching and professional development. When contradictory expectations are held by the two leaders, the student teacher is often faced with the dilemma of trying to fulfill two different role expectations.

It seems evident at this point that interaction among members of the student-teaching triad is directed by each individual's expectations in terms of personal rewards and achievement of the group goals. A relationship such as this has been conceptualized by Guba. He shows the interaction and relationships among role expectations, needs dispositions, and institutional goals. The perceived success of each individual engaged in an enterprise depends on how well he can integrate the goals of the group with his own needs (commitment), how much he can anticipate satisfying

role-expectations and personal needs-dispositions simultaneously (belongingness), and how clearly he perceives logical appropriateness of his role expectations with the goals of the institution (rationality). Guba's concepts may be illustrated diagrammatically as follows:

Triadic relationships must be cooperative rather than competitive, particularly in regard to goals of the student-teaching experience. Objectives must be spelled out cooperatively in terms of observable behaviors and clearly understood by each member if meaningful and sustained cooperation among triad members is to ensue. Role consensus should be regarded not as a condition to be assumed, but rather as a condition to be studied, developed, and continuously refined. In order to maintain consensus regarding role definitions, all three members of the triad must freely exchange information regarding the student's progress toward established goals. When situations are discussed they must be considered in light of their contribution toward the overall goals of student teaching. A cooperative setting must be maintained in order to assure triadic cohesiveness.

A lack of consensus regarding expectations in another group member's role which is not congruent with the role occupant's own definition can present problems. This is compounded when there is disagreement with respect to the intensity of expectation. For example, both leaders might agree that a student teacher should perform a specific function. One of them might feel performance of that function is imperative while the other adapts a more moderate feeling in regard to its performance. When the leaders are aware of their variability in this regard, they will be uncertain in their evaluations of student's behavior. To the extent that a student satisfies one role expectation he may be judged less effective in the eyes of the one holding another expectation. This dilemma often results in the development of two dyads between the student teacher and each of his leaders and a dyadic relationship between the two leaders. Yee suggests the student-teaching triad appears to seek greater dyadic balance at the cost of decreased triad cohesiveness. The student-teaching triad seems to degenerate and become less of a viable group as time passes.

Evaluation of the student-teaching situation should be jointly accomplished by each member of the triad in relation to the original expectations. If one assumes that all parties are competent, this evaluation may be made in terms of the qualitive development and maintenance of the triadic relationship. Growth of the novice toward professional maturity and expertise will be in direct proportion to the amount of interchange among triad members and the congruence of role perceptions.

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The Responsibility of Teacher Education in Preparing the Candidate Teacher to Cope with Human Relations Problems in the Teaching Profession (Abstract)

Jack Sugg

In recent months no institution has come under more ridicule than colleges and universities. It will be a normal cycle for the public school systems of our country to come under the same scorn, for they possess essentially similar components as the institution of higher learning. Most of education's problems can be narrowed down to one factor, the inability to cope with circumstances relative to Human Relations. Education finds itself in the dilemma of redefinition of educational goals.

Teacher Education divisions in most colleges and universities are partly responsible for the present situation in education of not foreseeing the unfolding difficulty and buffering it by preparing teachers to cope with the Human Relation problem. Teacher Education divisions in a majority of institutions for higher learning are not meeting the needs of the candidate teacher in reference to dealing with Human Relation problems as they now exist in education. This is a tragedy, in a sense,

for Teacher Education has addicted the candidate teacher with the feeling that he has been adequately prepared to face the demanding challenge of public school education. In actuality, he is confronted with an amalgamation of ethnic and cultural facets which until now he was not cognitive of. Teacher Education has a responsibility to meet, and until this is accomplished, the problems that now exist will continue.

The following is a list of possible approaches which teacher Education could use to deal with "human relations" as it relates to the candidate teacher directly and indirectly:

A. Curriculum innovations within the Professional courses.

B. Laboratory school work with ethnic and cultural life style differentiations.

C. The Teacher Education staff should be made more aware of the Human Relation Facets in Education.

D. Seminars on campus to bring together students, Teacher Education Staff, and some competent persons in the area of Human Relation to discuss the ramification of cultural and ethnic life styles in relation to Teacher Education.

E. Workshops for public school administrators and teachers stressing the Foregoing topic.

The aforementioned represent a few approaches to the Human Relation problem, others could be used that would work just as well, if not even better.

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Nursery School Education: A Responsive Environment for Undergraduates (Abstract)

Sherry Walter

The intent of this project was to develop a nursery-school education class for college undergraduates which will both (1) provide them with a firm cognitive base so that they are knowledgeable in the needs and characteristics of the three- through five-year-olds, and (2) provide a variety of laboratory experiences in order to test their theories and develop practical learning experiences for use with children.

On the college level, courses (even in the College of Education) frequently fall into the lecture category. In this situation the student is passive, and involvement, even vicariously, appears to be extremely limited. The proposed course outline attempts to blend the imparting of the necessary cognitive material in a meaningful way to students who will willingly commit themselves to learning for the purpose of application, the highest level of knowledge; for it is intelligent living and actions rather than the accumulation of facts which is the test of an educated mind.

Of necessity, many of the objectives must be pre-determined, but it is hoped that alternative activities and small group discussions can be utilized to aid each individual in choosing, planning, and evaluating.

Following are the general objectives to be accomplished. They were built with Bloom's Taxonomy of Education Objectives in mind. More specific behavioral objectives are contained in the complete report with particular emphasis on a variety of visits, observations, and activities. The goal for the college undergraduates is roughly parallel to that of the children in many nursery schools as established by O.K. Moore: a responsive environment.

A. The students will know specific facts about the developmental characteristics of children in this age group (three through five-year-olds).

B. The students will know some common terms in nursery school education. These terms will be based on the instructor's values as to the need for their future use, the need to speak intelligently on the subject of three through five-year-olds and their capacities and needs, and the necessary vocabulary to be able to accurately define their own problems in the process of seeking help from resource people.

C. The students will be familiar with recognized leaders in the field of nursery school education and early childhood education, as well as with the leading child development theorists.

D. They will be aware of specific organizations which might aid their professional needs.

E. The students will display an interest in reading on the topics of adequate relationships with children, teaching style, self-concept,

and concept development for working with children. They will also display an interest in books to be used with children, and books for referral to parents.

F. The students will actually come in contact with children of this age level for both observation and interaction.

G. The student will prepare one brief idea each week which may be followed as a mode of operation for communicating with children.

H. The student will prepare a creative project which represents his feelings of adequacy, growth, or ineptitude during the time period of this course. He will, during this project, synthesize the knowledge accumulated.

I. At the close of the quarter (or semester), each student will evaluate the course from a personal viewpoint. Using his own progress, knowledge, and practical success as criteria, he should be able to make a professional judgment in terms of self-evaluation and course evaluation.

A minimum of structure without rigidity should create an atmosphere in which the undergraduates will enjoy learning. Carl R. Rogers in the introduction to FREEDOM TO LEARN quotes Albert Einstein

> It is in fact nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry; for this delicate little plant, aside from stimulation, stands mainly in need of freedom; without this it goes to wrack and ruin without fail.

The proposed course outline attempts to combine minimum structure of cognitive knowledge, a responsive environment, stimulation, and freedom.

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Proposal for Professional Preparation of Inner-City School Teachers Elementary & Secondary S UEP (Abstract)

Garrett F. Weaver

Prelude to S UEP[1]

Campus tensions do not exist in a vacuum. Students are deeply troubled and concerned about contemporary education - its aims, its purposes, its procedures, and its accountability. Students, however, are for the most part basically satisfied as they view "most of their collegiate experiences." But we must not interpret this favorable assessment for grounds of complacency.

We can argue that institutions of higher learning cannot solve all the ills of this society - but we can agree that these institutions can become more responsive, more relevant, if you will, to the needs of students. This concern for relevancy required of us by our students can be met in some measure by our Education Departments.

Most education departments have operated and continue to do so, on outdated premises in this age of great mobility, social consciousness, and knowledge and population explosions. Our New Society demands a New Teacher to cope with and solve the problems of pupil self-concept and achievement, as well as professional accountability. And whatever the educational problems, city schools are confronted with a revolution in rising expectations.

Recognition of Problem[2]

Most of the teachers graduated into the Real World of Teaching are unprepared psychologically and academically to meet the urban challenge. We fail to sensitize candidate teachers to the realities that the urban school system is a strategic social agency in alleviating poverty, reducing delinquency, integrating a segregated community, and correcting other social ills.

Many "qualified" candidate teachers are lost to safe educational systems because they are aware of the hazards of urban teaching. For instance, the mere presence of delinquency problems in urban city schools provides a deterrent factor to inner-city teacher recruitment. Finding teachers to work in the central city has been difficult because of the general shortages of teachers, the unsavory public image of the ghetto, the difficult conditions under which inner-city teaching must sometimes take place, and the difficulties some cities have in offering salaries that are competitive with those in surrounding districts. Moreover, many cities compound the problem by establishing examination and certification procedures that discourage many highly qualified candidates from applying for city positions while allowing marginal applicants to teach full-time with "temporary" certification. The above statement presents in capsule the crux of the problems of inner-city education. Our present program is irrelevant to the possibilities of urban teaching. Efforts of revision must be more than window-dressing exercises. We must recognize the need to suggest new approaches. That is the aim of the program suggestions below.

The Rationale (WVSC)

Relevant observations have already been made by members of the education Department:

A considerable out-migration to industrial cities is an important part of current West Virginia history. Cities such as Akron, Cleveland and Detroit receive a large number of transplanted Appalachians each year, and these represent a serious problem for the public agencies. In this proposed program, future teachers will be actively recruited from Appalachian settings and prepared to teach in the "Appalachian Area" of large industrial cities. In brief, a number of the trainees will be selected, trained and hopefully employed to follow the out-migrants to their new city location----

It is assumed that all inner-city areas have certain common characteristics regardless of the size of the city. The so-called Triangle District of Charleston has the characteristics of a big city. This area includes a large number of school-age children and a high percentage of the city's welfare and social problems. It is anticipated that the college and university will enter into contractual agreements (or at least working agreements) with the schools in that section of Charleston for the mutual benefit of all.

Program Objectives

The program should be based on the belief that the training of urban educators should be carried on in a program which provides continuous involvement in the classroom. It should have a priority of the development of effective instruments for coping with classroom behaviors and tasks. It must facilitate a progressive transition from class-oriented education to clinical-service learnings in varied school/community environments. The S UEP necessarily should imply the need for early implementation of class theory and practical envolvement and practice for effective results and benefits for the candidate teachers. The end: (1) to help the candidate teachers to become truly committed and thoroughly prepared school teachers; (2) to reorganize the professional sequence of the total Education Department with implications for the total general curricula of the college.

General Objectives, Aims, Assumptions

1. To devise adequate tools for earlier screening of candidate teachers.

2. To provide the opportunity for students to experience different cultural environments in different schools, cultural communities, and at different levels (cross-current).

3. To facilitate the earlier screening of teacher problems and incompatabilities.

4. To provide "individually tailored programs to minimize the wasteful loss of certificated teachers from the profession."

5. To effect the necessary cooperation of consumer schools in relation to materials, their development and improvement.

6. To effect changes in the standard teacher education program (especially the courses, course content, instructional methods).

7. To use or organize local Future Teachers of America chapters for early identification of teachers, provision of para-professional instruction for students, and encouragement of Student Teacher Day programs in local schools and college.

8. To provide aide pay.

9. To provide practice experiences that are an integral and continuing part of the professional sequences.

10. To individualize teacher education.

11. "To develop teaching competency through direct analysis and supervised practice."

12. "To have knowledge related to teaching identified and organized in a systematic fashion."

13. To effect behavioral changes.

14. To utilize regional resources and talents served by the program.

15. To prepare "affect-oriented teachers who are concerned with the total development of the child and who are prepared effectively to function this way."

16. To develop team systems for joint planning but independent teaching.

17. To produce teachers who are highly adaptable and who can rationalize theory with practice.

18. To apply "basic principles of learning to the education of teachers and (stress) the importance of learning by doing, of learning a skill in the context in which it will be used, and of the careful graduation of learning so that the learner masters one phase before he goes on to the next."

19. To view teacher education as a cooperative venture between the college and the consumer schools.

20. To devise effective mechanisms that bridge the gap which exists between pre-service programs and the initial experiences of the teacher after appointment.---Fcllow-up courses designed to assess and assist in the many problems beginning teachers encounter.

21. To begin planning of a possible "professional year" with the overall goal the preparation for urban education and a Master of Education Teaching Program.

22. To work closely with the M-STEP pilot center (Xanambra County Center for Student Teaching).

23. To develop plans for a consortium arrangement with two other higher education institutions for Teacher Education curriculum and general college curriculum developments.

24. To develop simulation instruments.

25. To extend knowledge and understanding of the psychological and sociological influences on the development of urban youth and children.

26. To extend knowledge and understanding of educational problems emerging in the urban community.

27. To increase skills in developing materials and using new research findings for meeting academic deficiencies of urban youth.

28. To construct a program to effect a balance between the cognitive and affective learnings for the participants.

29. To insure that most practicum experiences be tailored to the expressed or implied needs of the students.

30. To help develop awareness of and sensitivity to oneself as a teacher of urban children through residence experiences, community participation, lectures, films, readings, and other practicum.

Educational Design (initial program)

The program should aim at the integration of professional and laboratory study, the formation of tutorial-clinical designs. As a general principle the program must encourage experimentation and innovation in the learning experience. Students ideally should become involved with the classroom environment at the freshman level and continue throughout the first year of professional teaching. Professional sequence should have priority of presentation of laboratory experiences. These meaningful and controlled experiences may consist, in general, of student teaching, observation and participation, video tapes, films, simulations, field trips, library sessions, individual and group conference, workshops, curriculum designing, school governance, and organization, special programs, and community organization and program designing. The S UEP should encourage the development of Urban Education Exchange Student programs with other universities (especially graduate students who could be given laboratory credit for the training - instructing experience. Students could take the senior year T.Ed. program at another institution.)

Curriculum Structure

The S UEP should emphasize team and inter-disciplinary approaches to teacher education. An assumption is the acceptance in good faith our pertinent suggestion of the Danforth Workshop Report (July 3, 1970):

> "(1) We recommend a comprehensive reorganization of the curricula and academic procedure at the college."

Hours and Courses

1. The hours required for the program should be between 40-50 (major) and 26 (minor) utilizing varied techniques as blocks and/or instruction strands.

2. It is strongly recommended that the curriculum for urban teachers program be drastically revised in course requirements from the general college curriculum to emphasize the testorial/clinical components of the professional sequence of the special program.

3. Courses to substitute (Curriculum for Elementary & Secondary Teachers):

A. Education
- 101 Introduction to Education (1)
- 201-202 Human Growth and Development (6)
- 316 Integrated Methods (3)
- Teaching Field (12)
- Methods course (2)
- 462 (E & S) Directed Teaching (12)

B. Other re-evaluations

- 300 Audiovisual Materials and Methods (3)
- 303 Public and School Relations (2)
- 323 Reading Clinic (2)
- 324 Principles and Practices of Guidance (3)
- 329 Survey of Exceptional Children (3)
- 400 Teaching Speech (2)
- 420 Preparations and Use of Instructional Materials (3)

4. The courses to be substituted should be distributed over the four year period of residence.

5. Most important; while substitution of courses is the final objective, utilization of the existing courses to meet immediate needs should be examined thoroughly. (use of special equipment, special sections, workshops, or independent study - inter-disciplinary approaches, community services, and other methods.)

6. It is recommended that the Ball State procedure of faculty utilization be followed. There the education faculty functions as a team and additional faculty is brought in by various means - lecturers, addressors, consultants. They help provide experience, solve problems and help in evaluation.

7. Other courses in the general curricula that can be associated with the program as required, additional and/or elective subject areas:

- 312 Urban Sociology (3)
- 314 Personal & Social Disorganization (3)
- 315 Educational Sociology
- 402 Juvenile Delinquency (3)
- 412 Social Work Field Experience (3)
- 300 Social Psychology (3)
- 401 Psychology of Personality (3)
- 101-102 Social Science (6) Special sections
- 311 The Black American in US History (3)
- ___ Minority Groups in American Society (3)
- ___ Rhythmics (3)

8. All courses associated with the Urban Education Program may incorporate a generally agreed format: seminars/lecturers, lab work, advising, planning, and other structured experiences.

9. Students should be able to select, on advice, such course or independent activities as will enlarge their knowledge and experiences in the S UEP in addition to the required credit of the program. Some

experiences "will be for credit or non-credit depending on their extent and the possibility of substituting the experiences for regular course requirements.

10. New courses must be designed:

Economics of the Ghetto (4)
Human Value (4)
Psychology of Black-White Relations (4)
Contemporary Urban Problems (4)
Group Sensitivity for Teachers (4)
Black English and Speech (4)
Education of the Slow Learner (4)
Teaching Children of Multi-Ethnic Backgrounds (4)
Urban Geography (4)
Individual Differences (Psy) (4)
Race and Ethnicity (4)
Intergroup Relations (4)

11. Faculty participation should be voluntary. Faculty load may be maintained in relation to the quota equivalent to the replaced courses of the regular program. A special ad hoc committee may work out faculty selection and load arrangements.

12. Professional Sequences (ideas)

Freshman year:

(1) Identification (2) involvement (paraprofessionals) (3) participation in "storefront school" that the S UEP should set up.

Sophomore year:

(1) Beginning of professional courses (2) community experiences and/or workshops.

Junior year:

(1) Practicum black and/or instructional strands

Senior year:

(1) Junior year experiences continued (2) semester of student teaching

NORTH CENTRAL ASSOCIATION WORKSHOP ON TEACHER EDUCATION

EVALUATION OF ANNUAL WORKSHOP

Do Not Sign this Form

A frank and complete evaluation of your experiences with the Workshop will be helpful in assisting the staff and the Subcommittee on Institutions for Teacher Education in planning future workshops.

1. To what extent did this Workshop serve the purposes as set forth by the NCA?

   a) Provide experience in democratic living:

   Good - 10
   Average - 2 (2 felt the large groups detracted)
   Poor - 0

   b) Provide rich resources for the study of problems of concern on the local campus:

   Great - 7
   Some - 5
   None - 0

   c) Provide understanding of the purposes and values of the whole cooperative project:

   No Answer - 3
   Good - 4
   Some - 5
   None - 0

   d) Provide unusual opportunities to study intensively with persons of like interests on common problems and with persons of dissimilar interests on a wide variety of problems:

   Good - 8
   Average - 2
   Poor - 2

   e) Provide opportunities to have a pleasant time with congenial people:

   Good - 12
   Average - 0
   Poor - 0

2. Should the purposes of this Workshop, as outlined in No. 1, be re-examined and redefined in light of current developments in teacher education: If so, what specific suggestions can you make for re-structuring the purposes?

Yes - 5
No - 5
Uncertain - 2

More interaction between group and resource people. Too much emphasis on production. Use more resource people. Have theme developed by group, Simulation, Role Playing. No Group production, less lecturing.

3. What was your reaction when you learned you were coming to the Workshop?

Pleased - 4
Negative - 1
Confusion - 1
Reserved - 1

4. Describe briefly how you were selected to come to the Workshop:

Not known - 1
Volunteer - 1
Dean Asked - 3
Questionnaire and interview - 1
Screened by Committee - 2
Replacement - 1

5. When you arrived at the Workshop did you have a specific problem or problems on which you wanted to work?

Yes - 11

No - 2

6. If the answer to question 5 was "yes," did the Workshop provide the opportunity for you to work on these problems?

Yes - 8

7. If your answer to question 5 was "no," please check the appropriate statements below:

a) I identified a significant problem on which to work during the:

__2__ first week, _____ second week, __1__ third week, _____ fourth week

b) I identified the problem as a result of:

(1) __3__ informal discussion with others

(2) _____ general sessions

(3) __1__ group seminars

(4) _____reading

(5) _____other (explain)

8. What preliminary information would have been useful in making plans for attendance at the Workshop?

Specific address and phone no.
Specific requirements
Bibliography - 1
More info. on topic - 1
Up-to-date travel info. - 1
Social expenses - 1
Cost for families - 1

9. How would pre-planning by the staff make the Workshop more effective?

Be more specific on housing accommodations - 2
Opening day requirement - 2
Define objectives and outcome - 2
Less lecture - 1
Need more in-put from participants - 2
Better idea of what to expect - 1

10. Knowing what you know now, what preparation do you think the representative coming to this Workshop should make?

General reading on topic - 3
Bring materials - 1
Copies of previous reports - 2

11. To what extent do you feel the permanent staff of the Workshop was effective?

Very good - 7
Good - 2

12. What suggestions or recommendations do you have concerning the Workshop library:

Not very useful - 1
Up-dated - 1
Should be placed in dorm area - 7

13. What additional books or publications should be available?

A set of AST Yearbooks - 1
Current periodicals - 1
Dictionary - 1

14. If you were housed in the dormitory, what were your reactions to the living conditions?

Not adequate - 2
Too hot - 4
Very adequate - 10

Comments and suggestions for improvement:

Lower charges for families
Use of refrigerator - 4
Campus directory--phone no. etc. - 1
A full length mirror - 2

15. If you ate in the student center, what were your reactions to the food and services?

Excellent - 8
Adequate - 3
Good - 1

Comments and suggestions for improvement:

Hours too limited - 1
List dates and times meals are not available.

16. To what extent did you find the clerical services helpful?

Helpful
Cooperative - 10

17. Do you feel this is a better workshop because the pre-selected theme is used as a basis for structuring the workshop?

10 Yes 2 No

Comments:

Enabled students to do some pre-planning - 1
Have participants submit possible themes in advance - 1

18. In regard to the theme groups, check the following:

a) ____ Too many theme groups
b) ____ Too few theme groups
c) 9 Right number
d) 6 Should have been formed earlier
e) ____ Should have been delayed longer
f) 5 Just right

g) 1 Should have had more direction from staff
h) 1 Should have had less direction from staff
i) 8 Just right
j) 4 Should have met more often
k) ___ Should have met less often
l) 7 Just right

19. In light of your own purposes and the purposes of the workshop, evaluate each of the following procedures on the scale as follows:

	very helpful	helpful	of little help	no help
a) General sessions	6	4	2	-
b) Progress reports	1	5	3	2
c) Theme groups	4	7	1	-
d) Individual help from staff	8	3	-	-
e) Conferences with staff	8	2	1	1
f) Individual study	6	4	-	1
g) Informal discussion with others	8	-	-	-
h) Attitude of Staff	7	4	-	-
i) General climate of workshop	5	5	1	-
j) Others (identify)	-	-	-	-

Comments and suggestions:

20. In regard to final written reports, check the following:

a) 4 Reports caused undue pressure
b) 10 Reports were logical outgrowth of work
c) 1 More emphasis should be given to final reports
d) 4 Directions for written reports should have been given more specifically
e) 4 Directions for final reports were satisfactory
f) ___ Were re-written by two members; did not reflect consensus

21. In regard to this Workshop, I feel that:

a) The problems discussed were generally:

8 significant 2 of some importance ___ of little importance

2 things that have already been discussed too many times

b) In terms of the purposes of the workshop and the individuals in it, I feel the achievement level in general was:

3 very high 8 reasonably high 1 average ___ below average

___ poor

22. What do you feel is the greatest value (or values) your institution will derive from your participation in this Workshop?

Awareness of human relations - 2
Look at ourselves - 1
More realistic view of campus problems - 3
Indian project - 1
Understanding of purposes of workshop - 1
Better informed faculty member

23. What do you feel is the greatest value (or values) you personally have gained from your participation in this Workshop?

Inspiration - 3
Exchanges of ideas with others - 3
Friendships - 5
Knowledge of other institutions - 3
Chance to grow (professionally and socially) - 3

24. Other comments and suggestions:

Lower costs for families - 1
More time to complete evaluation form - 1
A vita sheet duplicated on each individual
Centralize resource materials
Food services on weekends need to be expanded

25. List two or three suggestions for the theme for next year's Workshop.

Creativity - Ways and Means - 4
Modern Media in Teaching - 1
Negotiations in Conflict - 1
The Ed. Institution and its real purpose - 1
New Role in teacher Ed. - 1

Human Relations - 3
Sensitivity Training and Teacher Ed. - 1
General Ed. Programs (requirements) - 1